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ABSTRACT

One- to four-page summaries are presented of fifty-five of the 1976 annual reports of the State Advisory Councils on Vocational Education. Most of the summaries address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the State Plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Summaries are arranged alphabetically by state. An overview section highlights common issues in all the reports, focusing on the statutory requirements for evaluation of attainment of the goals and objectives of the State Plans. Eight issues and concerns addressed most frequently in the reports are identified and discussed briefly: professional development, disadvantaged and handicapped, local advisory committees, job placement and followup, guidance and counseling, vocational youth organizations, market and manpower data/program relevance, women's issues, and funding. (JT)

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OVERVIEW

NATIONAL ADVISORY COUNCIL
VOCATIONAL EDUCATION

1976 Reports of the State Advisory Councils on Vocational Education

Washington, D.C.
July 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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OVERVIEW
1976 REPORTS
STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

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FOREWORD

Under the legislation establishing the State and National Advisory Councils on Vocational Education, the National Council receives a copy of the annual evaluation report of each State Advisory Council.

NACVE has come to rely on these reports as an important source of information concerning the effectiveness of federally funded vocational education programs in meeting the purposes for which they were established. In making its own recommendations to Congress, the National Council finds valuable input in the recommendations of the State Councils to their respective State Boards.

The overview of the 1976 annual evaluation reports includes a section on material relevant to State Plans and to the evaluation of outcomes in terms of objectives and a section on the present concerns of the State Councils as reflected in their recommendations and evaluative comments.

The summaries of the individual reports which follow were for the most part supplied by the Councils. The Connecticut report was not received in time to be included.

John W. Thiele
Chairman

I. Overview Analysis

OVERVIEW
1976 ANNUAL EVALUATION REPORTS
STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

OVERVIEW ANALYSIS

The statutory requirements for the annual evaluation reports of the State Advisory Councils on Vocational Education are that these reports evaluate the effectiveness of vocational education programs, services, and activities in meeting the objectives set forth in the State Plan and recommend such changes as may be warranted by the evaluations.

Section 104(b)(1)(D) of the 1968 Amendments directs that the State Advisory Council shall --

> prepare and submit through the State board to the Commissioner and to the National Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan provided for in paragraphs (4) and (5) of section 123(a), and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations.

The 1976 legislation, P.L. 94-482, repeats this requirement and further directs the State to supply the Council with an accountability report and program evaluation reports. Section 105(d)(3) reads --

> Each State advisory council shall prepare and submit to the Commissioner and to the National Advisory Council created under section 162, through the State board, an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (A) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program goals set forth in the five-year State plan submitted under section 107 and the annual program plan and accountability report submitted under section 108, including a consideration of the program evaluation reports developed by the State pursuant to section 112 and of the analysis of the distribution of Federal funds within the State submitted by the State board pursuant to section 108 and (b) recommends such changes in such programs, services, and activities as may be deemed necessary.

This overview will extend primarily to material in the 1976 Annual Reports which is related to the statutory requirements of evaluation and recommendation. Many reports also include information on Council activities and on special projects or studies commissioned by the Councils. References to such information may be found in the summaries of the individual state reports which follow this overview.

Evaluation of the attainment of the goals and objectives of the State Plan

In the 5th and 6th Annual Reports, a number of SACVEs expressed concern about the State Plan itself and about the difficulties encountered in evaluating the effectiveness with which its goals and objectives were met. Some of the same difficulties are noted in the 7th Annual Reports, but 27 states either note improvement in the structure and utilization of the State Plan or make specific recommendations concerning it. The reports of 14 states include commendations concerning the State Plan with an evaluation of projected and actual outcomes. The State Plan goals and objectives are not mentioned in ten annual reports. The reports of five SACVEs had not been received at the time of this review. The illustrative material which follows reflects the variety of approaches of the individual State Advisory Councils to the evaluation of the attainment of State Plan goals and objectives.

> Alabama gives a breakdown of goals and objectives with an analysis of the outcomes. It is also noted that the State Board of Education is developing a model in vocational education planning to improve the relationship between state and local planning.
>
> The American Samoa Council states that it could not determine the extent of the achievement of the objectives of the State Plan. Many of the objectives listed did not indicate expected outcomes. There is question of the validity of some goals and priorities in the light of actual employment opportunities.
>
> Arizona considers the State Plan goals and priorities valid and appropriate. Procedures were effective within the limitation of funds and available information. The anticipated outcomes of 90 out of 105 objectives were attained or exceeded.
>
> Since 1969 the California Council has been calling for a State Plan which is based on a state level policy and which includes directional goals and objectives, ordered priorities, and implementation steps and procedures for assuring accountability. The report notes that efforts have begun and resources have been allocated for the development of a clearly articulated planning process for vocational education and a resultant comprehensive State Plan for vocational education.
>
> The SACVE of the District of Columbia considers the present State Plan too limited. It should encompass all vocational education and training activities, including activities and programs in the Department of Corrections and the Department of Human Resources.

Florida commends the efforts made in the FY 1976 State Plan to improve the relevance of procedural statements.

Guam commends the success of the Territorial Plan in the area of adult education and recommends wider distribution of input in the planning process with better data for labor supply and demand.

Hawaii, in its review of major Council activities, indicates participation in study sessions on the annual State Plan and in four public hearings. It includes a detailed listing of objectives for 1976 with data on outcomes achieved.

The Illinois SACVE comments that the State Plan is still a compliance document and hopes that P.L. 94-482 will result in a real planning document for FY 1978.

The Indiana SACVE states that objectives need to be written in terms other than increases in program enrollment.

Kentucky finds that the goals, objectives and priorities of the State Plan are based on a consideration of the needs of the people and commends progress in the format of a regional planning instrument.

Louisiana reports substantial progress in implementing all of the general objectives of the State Plan but notes that adequate staff at the Board of Vocational Education level must be provided to produce a clear, comprehensive, and concise plan which can be used as a basis for evaluation, accountability and control.

Maryland notes considerable improvement in the area of program development and in organization of administration of vocational education at the state level. Also noted is that changes were made in the approved Plan which were not proposed in consultation with the Council.

Massachusetts finds that there is still no formal planning mechanism and recommends that the Board of Education give priority to developing a comprehensive planning process. The FY 1978 plan should be in print by December 1976 for use by LEAs and should be released by June 30, 1977.

Michigan lists two major goals of the State Plan: to develop human resources through meeting the needs of the individual, and to provide skilled manpower congruent with the needs of a highly industrialized state.

Minnesota recalls its previous annual reports which noted the frustrations of attempting to evaluate the State Plan. This is still not a planning document and defies evaluation by a citizens group such as the Council. The evaluation responsibilities of all SACVEs still need clarification and more specific guidelines. It is hoped that the regulations for the new vocational education legislation will help. The Council needs more involvement in the planning process.

Mississippi gives a detailed analysis of State Plan goals, objectives, and outcomes and concludes that progress toward outcomes has been hindered by inadequate funding.

The Missouri Council commends the improvement that has taken place in the planning process during the past few years but considers that it must become more dynamic.

Montana calls for an assignment of priorities for funding in the State Plan and for evidence that the criterion of manpower needs has been used.

Nevada recommends that the State Board of Vocational Education continue the monitoring of local programs for conformity to the State Plan and the auditing of the records of local education agencies as set forth in the plan.

New Hampshire finds that while two of the six objectives listed in the State Plan were partially attained, further evaluation is necessary for the rest.

The New Jersey Council questions the desirablity or adequacy of evaluative judgments based solely on quantitative data. One weakness lies in the fact that the program objectives depend on estimated financial allocations made six months to a year prior to the adoption of actual budgets. It notes, however, that significant progress was made in all program areas toward objectives for the handicapped.

New York directs several of its recommendations toward the State Plan. These include that the State Department of Education produce a mini-State Plan for Vocational Education for wide distribution in the State and nation with SACVE cooperation if requested. It is also recommended that the plan include vocational education services to CETA; that regional plans be prepared; and that the three priorities of urban vocational education, adult vocational education, and improvement of quality of programs be continued.

North Dakota gives a detailed analysis of State Plan goals, objectives, and outcomes by assessment committees of the Council, with evaluative conclusions.

Ohio notes progress toward enrollment and program objectives.

The Oklahoma report includes a detailed statement on goals and objectives with an indication of the extent to which they were accomplished in 1976.

Puerto Rico notes that while objectives and activities for the attainment of the goals of the State Plan are clearly stated, the only outcomes given are numbers of students enrolled and numbers of teachers in the various programs.

South Dakota gives a comparison of State Plan objectives with 1976 outcomes as indicated in the annual descriptive report of the Director of Vocational Education.

Tennessee notes that while all objectives for 1976 were not met, there has been commendable improvement and strengthening of programs.

Texas states that the goals and priorities, as well as the procedures for evaluating them, need to be more definitive. The State Plan needs to be more of a planning and management document. The report calls for field hearings throughout the state and recommends that the State Board of Education make a draft copy of the plan available to the SACVE at least thirty days prior to the hearings.

Virginia gives a detailed analysis of the State Plan, including outcomes, and recommends that it be expanded to serve as a master plan for all vocational education.

Washington finds that while the goals set forth in the State Plan are valid and appropriate, the method of establishing priorities is not clear. The Council feels that a management information system is needed which will allow the setting of priorities.

West Virginia generalizes its commendation in the statement that "detailing those programs and activities that met or exceeded the expectations of the State Plan would require more room than is possible in this report." It recommends three priority areas for further improvement: guidance and placement services; reduction of the dropout rate; and making vocational education programs more responsive to changing manpower needs.

Recommendations

All annual evaluation reports received include recommendations. As would be expected, these range over a wide variety of areas of interest, reflecting the diversity of the 56 state delivery systems for vocational education. Certain topics, however, are cited more frequently than others, showing the influence of categorical federal funding or fundamental characteristics of any good vocational education system. Table One on the following page gives the frequency of citation of selected topics in the 1976 annual reports. For this overview, we have selected certain categories and individual references within each category as representative of the material covered in the Council reports.

Table One

Topics cited in the annual reports	Number of SACVE reports including formal recommendations or evaluative conclusions on this topic
Professional Development	36
Disadvantaged and Handicapped	35
Funding	34
Job Placement/Followup	28
Market and Manpower Data	24
Career Education Emphasis	24
Local Advisory Committees	23
Guidance and Counseling	19
Access to Vocational Education	18
Articulation/Duplication	16
Women's Issues	16
Vocational Youth Organizations	14
Public Image	12
Coordination With Other Agencies	9
Program Relevance	8
Proprietary Vocational Schools	8
Advisory Councils and State Departments of Education	6

Professional Development

Comments and recommendations on professional development refer to components of pre-service and in-service training of teachers, counselors, and administrative staff. Illustrative recommendations include:

> that the Department of Education insist on the utilization of staff in-service training opportunities by vocational education staff. (Guam)

that teacher education institutions include in training programs an awareness of the role of labor and management in our economic structure and of methods of imparting such knowledge to students. (Pennsylvania)

that the State Board of Education promote vocational teacher involvement and participation in State professional trade associations. (Vermont)

that each vocational/technical and adult education district and each K-12 district assume greater responsibility for the orientation of new instructors and the upgrading of existing staff. (Wisconsin)

that a permanent consultant be retained in the field of evaluation and that central office personnel be trained in evaluation design. (Puerto Rico)

that annual inservice activities be funded for all guidance counselors with the requirement of a specified number of course hours in occupational information for a professional certificate. (Alabama)

that the special teacher education/industry exchange project be continued for instructors in postsecondary and area vocational education schools. (Arkansas)

that work-study be considered a desirable component of teacher training programs; that the competency based certification program be expanded; and that the State Board of Education reassess the personnel services in postsecondary vocationa/technical schools. (Georgia)

that there be adequate quality programs to prepare teachers to handle linguistic minorities. (Massachusetts)

Disadvantaged/Handicapped

Vocational training for the disadvantaged and for the handicapped is categorically funded in all federal vocational education legislation. Among the 35 citations listed in the 1976 reports, it is recommended --

that the State Board of Education establish a viable policy to strengthen the movement toward placing the handicapped in regular vocational education programs. Handicapped persons should participate in the planning and implementation of vocational education programs and services. (California)

that there should be coordination of goals in the State Plan for vocational education, for vocational education of the handicapped, and for vocational education of exceptional citizens. Resources should be consolidated and a management structure provided which will enable more effective and efficient operation of all programs. (Delaware) that each vocational school determine the degree of unmet need in serving the disadvantaged and the handicapped and develop appropriate strategies. (Maine)

that there be a closer working relationship between remedial education instructors and vocational education staff in all programs to meet the needs of the individual student. State Plan objectives for increased enrollment of the disadvantaged in technical education were over 75 percent achieved. Objectives for programs and instructors for disadvantaged and handicapped were limited in their outcomes by inadequate funds for equipment. (Mississippi)

that there be operational definitions for vocational education, disadvantaged, handicapped, and mainstreaming, with identification criteria. (Oregon)

that there be greater ethnic and minority leadership at the State and local levels in order to identify and meet the needs of non-English speaking adults through bilingual techniques. The Council also recommends inservice training for vocational education teachers in vocational education curricula. (Texas)

that there be improved data collection and the use of a compliance audit instrument for special group needs. The procedures should extend also to minorities, women, ethnic groups, veterans, bilingual/bicultural groups, and senior citizens. (Washington)

Local Advisory Committees

This topic appears in 23 state reports. References include State Plan objectives, Council recommendations, and reports of Council initiative in this area. The statements which follow show current and recommended activity.

Alaska devotes its entire report to an evaluation of selected local advisory committees. While these were not fully accomplished, more local education agencies are aware of the need for greater effort.

The District of Columbia notes that while there is limited use of local advisory committees by a few programs, there should be stronger encouragement in the form of a policy statement from the Board of Education.

The Kentucky SACVE has assisted 14 regional advisory committees. Two of these took part in the field testing of SACVE's new instrument for the evaluation of vocational programs by laymen.

Maryland recommends that each county and Baltimore City be required to establish and maintain local advisory committees to provide advice on current job needs and program relevancy. The Council has published a LAC handbook and has conducted conferences for LACs.

New York reports the fourth SACVE conference for local advisory committees was held, in which four workshops considered: (1) what is involved in program evaluation; (2) how citizens can best work with local school boards; (3) how consultants can help; and (4) what part local business, labor, and industry play in counseling the schools.

Oklahoma reports that a State Plan objective concerning local advisory committees is not yet achieved. The Council recommends the organization of local advisory committees by regional levels with 11 sub-state planning regions as core groups.

South Dakota notes the requirements of the 1976 vocational education legislation with reference to local advisory committees and repeats its 1974 recommendation that the Board of Vocational Education establish a policy of annual review of all vocational education programs by craft committees.

Virginia reports progress toward the 1980 goal of local advisory committees in 115 school districts. A guide has been published for organizing and operating these committees.

Job Placement and Followup

The 28 references in this category cover achievements, procedures, and policy recommendations.

Maryland recommends that the State Board of Vocational Education expedite the development and implementation of placement programs for secondary and postsecondary vocational education students. The Council notes that this recommendation repeats those of the first, third, and sixth report and calls for an achievement time line. The current State Plan assigns a priority of three to placement and reports the completion of four activities out of five projected at a cost of $320 thousand.

The Missouri Council recommends a standard reporting system on a statewide basis detailing the placement status of all vocational education graduates. Also recommended is the initiation of an orientation program for the development of skills in conducting pre-employment seminars; and the drawing up of an addendum to the agreement with the Division of Employment Security to specify duties and responsibilities of each agency with specific annual objectives.

Tennessee recommends that the State Board of Vocational Education encourage local school boards to establish and maintain job placement and followup services.

American Samoa reports that no educational institution has an organized placement service for its graduates and that there are no followup studies on students. The Council recommends that the State Board of Education give financial assistance to schools and training agencies to establish these services.

Virginia gives placement tables for 1974 and 1975 and reports on outcomes for State Plan objectives on job entry skills for high school graduates not continuing formal education: objective, 90 percent; outcome, 87.3 percent. Objective, one model occupational program in each of seven areas for students who may leave before graduation; outcome, strategies on schedule.

Guidance and Counseling

Comments and recommendations on this topic refer to the numbers of students per counselor, the limitation of a counselor's professional duties to counseling (excluding clerical functions and financial aid services), and the importance of work experience and knowledge of vocational education opportunities in counselor training programs.

Kentucky recommends one full-time vocational guidance person on the Board of Vocational Education staff and that school guidance counselors be relieved of financial aid duties.

Louisiana recommends that the state provide an adequate number of vocational guidance counselors whose duties are limited to counseling.

Maine recommends revisions in teacher and counselor certification requirements which reflect the importance of knowledge of the world of work.

The Council of the Trust Territory reports that the minimum goal of one vocational counselor per district has not been reached and recommends vocational education training for all counselors.

Delaware recommends legislation requiring career guidance, placement and followup counselors for 200 days per year in the ratio of one counselor to every 500 students in grades 10 through 12.

Georgia recommends that counselor certification requirements be revised to include a work experience/intern program. The Council also recommends the use of supplementary personnel for clerical and non-counseling tasks to utilize better the time of secondary school counselors.

North Dakota states that while the State Plan objective on guidance has been substantially met (one counselor to 296 students), there are still vocational education students in schools which have no counselor. The Council recommends funding for area vocational education school counselors to serve cooperating rural schools one year in advance of the opening of the area school.

Idaho recommends inservice vocational training for counselors and for training of vocational education teachers in guidance areas.

Illinois reports a 1975 recommendation calling for greater emphasis on guidance and counseling -- still an unmet need.

Vocational Youth Organizations

The SACVEs mentioning vocational youth organizations in their annual reports are chiefly concerned with their contribution to the total curriculum.

> The Iowa Council devotes its entire report to a discussion of a Young Adult Public Hearing at which there were 87 student members, including representatives from FFA, OEA, VICA, FHA, DECA, and FBLA-PBL.
>
> Indiana reports that the State Plan goals for membership were exceeded in DECA, VICA, and OEA but were not met for FFA and FHA.
>
> Ohio notes that while the Division of Vocational Education continues strong support of youth organizations, not all vocational administrators and teachers have sufficient appreciation of their importance and know how to maximize their contribution to the total achievement of each student.
>
> The Virgin Islands Council reports that objectives of the State Plan were met by an increase in membership in vocational youth organizations as an integral part of the instructional program.
>
> Utah reports that student membership in vocational youth organizations varies from 12 to 42 percent of those eligible in selected schools in rural, rural-urban, and urban categories.
>
> The Virginia SACVE notes that the outcomes in student membership in vocational youth organizations exceeded the objectives set forth in the State Plan.
>
> West Virginia recommends priority status for more active participation of students in vocational youth organizations as an integral part of the curriculum.

Market and Manpower Data/Program Relevance

The comments and recommendations on market and manpower data and on program relevance continue to show the concern of the Councils that vocational education should meet the needs of the students and of industry by offering training for jobs which actually exist. Complete, accurate data are necessary for effective evaluation and planning.

> California calls for a cooperative effort among state agencies to obtain the necessary financial support to complete the California Manpower Management Information System. It also recommends that the California Postsecondary Commission become an active contributing member of the CMMIS and that it continue to develop and maintain an inventory of private postsecondary vocational schools, curricula, and student categories in terms of occupations.

The Oklahoma 8th Cycle of OTIS shows need for more vocational education skill training. Commendable achievements are cited for the Division of Industrial and Technical Services of the Vocational/Technical Department.

In January 1976 the state of Illinois published Occupational Manpower Projections 1975-1981.

West Virginia reports that while developing an effective manpower information forecasting system is a priority of the State Plan, the position of coordinator, statistical services manpower data of VEMIS is currently not filled. The Council recommends that the state develop new and expand present programs in coal mining training. Twenty-two counties offer pre-employment training for underground mining. Ten counties have been selected for pre-employment training for surface mining.

The South Carolina SACVE recommends that the State Board of Education encourage the development of instructional programs on the applications of solar energy by providing financial incentives to technical institutions.

The Trust Territory Council reports that manpower shortages are being supplied by alien workers because of the lack of vocational education training for Trust Territory students. A State Plan goal exists to develop relevant curricula for outside district schools. There is need for marine resources development, greater emphasis on vocational agriculture, and bilingual programs.

New Jersey reports the completion of phase one of a three-part study by the Council on the New Jersey Manpower Training Delivery System. This covered the top 100 business and industry training programs and a selection of 45 out of 1825 labor union training programs. Phase Two will study public and private education systems, CETA, and the military.

North Dakota notes that its 1975 recommendation concerning studies on labor market needs has been implemented by full utilization by the State Board of Vocational Education of the manpower and work force data of the Employment Security Board. There has also been a special study on the development of the state's coal, water, and gasification potential and a joint effort by several North Dakota agencies on an ongoing survey of numbers of workers in every occupation in the state.

The Texas Council continues its recommendation for a supply/demand information system to become operational in 1975-76. It reports that LEAs administered training for 39 new or expanding Texas industries at a cost of over $469 thousand.

Women's Issues

The State Advisory Councils are generally aware of the necessity of affirmative action for the elimination of sex stereotyping in vocational education and work.

The Hawaii SACVE published a report, Employment and Training of Women in Hawaii in Feburary 1976 advocating affirmative action to raise limited career expectations and aspirations of young women and to increase their career options and levels of specialized skills through occupational training.

Indiana notes the proportion of females in state staff positions, vocational education teacher labor pool, the State Board of Vocational Technical Education, and the SACVE. The Council reports that there is need to develop plans and procedures in the statewide delivery system of vocational education for increasing this proportion.

Minnesota reports that the results of a survey of area vocational-technical institutes on the enrollment of females in traditional male-oriented programs show: 15 encouraging, 8 neutral, 4 definitely not encouraging, and 5 openly discouraging. Included also in the survey was the examination of AVTI bulletins and promotional brochures.

The Missouri report cites equal opportunity in vocational education as a critical problem. While vocational education is available to women as well as men at all levels, the selection process has resulted in sex stereotyping among programs. Council recommendations include: that the SDESE exert systematic effort to make women aware of the vocational education courses available; draw up guidelines to eliminate bias from vocational student recruitment material; encourage women to enter non-traditional vocational fields as teachers and administrators.

New Mexico lists seven recommendations designed to eliminate sex stereotyping and promote access of women to non-traditional programs. These include examination of textbooks, and other classroom materials for biased content; workshops for guidance counselors and placement officers to eliminate job stereotyping; checking on the acceptance by unions of women in the trade apprenticeship programs.

Washington recommends that the wording of the long-range State Plan goal be changed from "reduce sex stereotyping" to "eliminate sex stereotyping."

West Virginia reports that the Bureau of Vocational Education is making an effort to enroll women and minorities in vocational education through articles in "Bridge" and other publications. The curriculum laboratory is supplying material on women in non-traditional occupations.

Funding

Funding is considered in the 7th annual evaluation reports with respect to adequacy, overall allocation, special needs, and accounting procedures.

Florida recommends that the Department of Education clearly and concisely set forth criteria within the State Plan for the allocation of federal funds to local education agencies. There is some doubt whether they have been used to address effectively the state's goals, priorities, and objectives as set forth in the State Plan.

Michigan reports a ratio of state and local to federal funding of four to one. It recommends that loss of revenue resulting from exempting business inventories from being taxed be replaced by state aid and that the State Board of Education advocate the appropriation of State funds for the construction of area vocational education centers.

Montana reports that a clear-cut state financial policy is not available. The Council recommends the allocation of state funds for "start-up" costs of new programs rather than for reimbursement. The Council contracted for a special study in three school districts (urban, rural, and remote rural) with respect to accounting systems and funding.

New Hampshire recommends that priority in the use of state vocational education funds be on full implementation of the twenty center concept at the secondary level; priority for federal funds at the secondary level should be redirected towards greater benefit to students.

The Indiana Council comments that the actual outcome and expenditure data need to be reported in the State Plan in order to assess the effectiveness of planning.

Massachusetts recommends increased funding for linguistic minority programs. The report notes that schools serving 14.6 percent of the occupational student enrollment received 52 percent of total state reimbursement for secondary vocational education programs in FY 1975, while 24 city-wide vocational schools serving 85.4 percent of occupational students enrolled received 48 percent of state reimbursement.

Pennsylvania recommends increased funding for guidance programs.

South Carolina comments on the increased ratio of state and local funds to federal.

South Dakota notes that the ratio of $2.56 in state/local funds for each federal dollar is inadequate.

New Jersey notes serious state fiscal problems. The objectives (actual expenditures) of the State Plan as initially stated were not reached since they were set up prior to the establishment of the state and federal budgets.

North Dakota recommends the development of a vocational education cost effectiveness system.

Oklahoma gives an analysis of current funding and recommends a state allowance per program.

Utah reports funding for vocational education is not commensurate with enrollment or cost of programs in comparison with other curricula.

II. State-by-State Summaries

ALABAMA

Of the 35 objectives established for attaining the goals of the vocational education program as set forth in the State Plan, 20 attained an achievement rate of 100 percent or better. Objectives falling into the 69-90 percent range of achievement were: student placement; work stipends for the economically handicapped; programs to serve concentrations of students with academic or economic handicaps; enrollments in postsecondary vocational programs; and the enrollment of adults in programs for upgrading vocational skills. Less than 60 percent rates of achievement were found in the areas of curriculum development and instructional programs for part-time agricultural workers.

One of the long standing problems in the way of improving the vocational education programs is the lack of adequate demand and supply information for making management decisions. Based on the information available, it would appear that the supply of manpower from some vocational programs exceeds the projected number of job openings. However, the occupational employment surveys recently initiated by the Department of Industrial Relations should provide more useful demand information for state, regional and local planning in the future.

Another area of continuing concern is the apparent lack of effective utilization of vocational education appropriations being expended for the types of programs, services and activities needed as evidenced by unencumbered funds on hand at the end of the fiscal year.

As the result of the findings above and others, the Council made nine recommendations. It recommended that the State Board of Education: (1) consider providing local boards of education more flexibility in the way they may expend vocational funds; (2) consider in-service vocational information activities for all guidance counselors; (3) require a specified number of course hours in occupational information for certification; and (4) establish a credentials endorsement to the Guidance and Counseling Professional Certificate requiring work experience outside the field of education for vocational counselors.

In addition, the Council recommended that the State Department of Education: in coordination with other appropriate agencies develop and implement a functional regional and state comprehensive manpower demand and supply information system for planning and programming vocational education; require standard curriculum and instruction terminology in classifying and reporting instructional programs at all levels; and include all non-reimbursed vocational and vocationally related programs at all levels in its vocational information reporting system. The Council recommended that the State Legislature identify by line item, in the state appropriation, funds for adult vocational and apprenticeship education. The Council felt that local boards of education should assume more responsibility for establishing adult vocational education programs to train, retrain and upgrade the state's work force.

ALASKA

The Alaska State Advisory Council on Vocational Education submitted as its annual evaluation report for 1976 the results of a study entitled: An Evaluation of Selected Local Vocational Education Advisory Committees in Alaska. A survey of 26 rural school districts addressed the following topics:

> What the communication channels are between advisory councils, school boards, and school administration
>
> Whether the role and function of local advisory councils is understood by all concerned
>
> What help the local advisory council needs
>
> What each community views as priorities for the local council's operation

The findings of the survey resulted in recommendations for joint action by the State Department of Education and the State Advisory Council on Vocational Education.

Recommendations Summary: The Advisory Council recommends that:

> For the purposes of discussing and defining their respective roles, beginning October 1, 1977 the Department of Education and State Advisory Council provide orientation workshops for local boards of education, advisory committees, directors and teachers of vocational education.
>
> By July 1, 1977 the Alaska State Department of Education prepare and distribute guidelines for local district evaluation of vocational education programs.
>
> By July 1, 1977 the State Advisory Council prepare suggested guidelines and responsibilities for use by local district advisory committees.
>
> For required use by local districts, and in time for the Fiscal Year 1977 federal reporting cycle, the Alaska Department of Education devise a student followup procedure applicable to all vocational education programs and suitable for computer processing. It is further recommended that the information produced be provided to local districts, the State Legislature, the Advisory Council and appropriate State Board of Education personnel.
>
> Through a joint and cooperative effort, the Alaska State Board of Education and State Advisory Council provide technical assistance to all local boards of education and vocational education advisory committees for the purposes of improving communication and program development. The following due dates and activities are recommended for both groups:

July 1, 1977	Preparation of local committee guidelines

September 1, 1977	Handbook for urban district boards and committees
October 1, 1977	Local orientation workshops begin for boards and committees (use guidelines prepared July 1, 1977) and to continue for completion by October 1, 1978
January 1, 1978	Handbook for rural district boards and committees

The Alaska State Board of Education encourage each local school district to prepare a list of priorities for the purposes of improving communication between local boards of education and vocational advisory committees

AMERICAN SAMOA

The 7th annual evaluation report of American Samoa includes:

Evaluation of State Plan goals and priorities

Effectiveness with which people and their needs are served

Summary of findings

Council recommendations

Status of prior Council recommendations

The questions addressed with respect to the State Plan are as follows:

How valid and appropriate were American Samoa's goals and objectives?

Were goals and priorities valid in terms of student needs and employment opportunities?

Were goals and priorities sufficiently comprehensive in terms of specific groups served such as disadvantaged, handicapped, returning veterans, adults, postsecondary, and other target groups?

Were goals and priorities related appropriately to other manpower development such as private schools, industry, CETA, etc.?

Were procedures set forth in the State Plan to accomplish each stated goal, objective, or priority?

To what extent were American Samoa's goals met during FY 1976 and in what way does this represent improvement over FY 1975?

The Council recommendations listed in the report are given below. The first two are reported from last year's report.

The State Board for Vocational Education and the Board of Regents should support the development of counselor training and career education systems so that counseling and career development programs are available to every elementary pupil in American Samoa and that this service be made available to students throughout life.

The State Board for Vocational Education should actively encourage the high schools to initiate mandatory courses designed to acquaint their students with common on-the-job adjustment problems and to teach them problem-solving techniques. In addition, students should be required to attend special clinics on job-seeking, job interviewing, and life-skills planning.

The State Board for Vocational Education and the Board of Regents should give a high priority to career education and consider career development an integral part of the total educational curriculum and designate additional funds for career development, planning and implementation.

The State Board for Vocational Education should encourage all schools and training agencies to actively involve advisory committees for all vocational education programs.

The State Board for Vocational Education should give encouragement, leadership, and financial assistance to schools and training agencies so that they can establish effective placement and follow-up services.

The State Board for Vocational Education should cooperate with the Board of Regents, the local CETA prime sponsor, the Department of Manpower Resources, and the Economic Development Planning Office in the development and use of uniform data on labor market, job search, and occupational projection information.

ARIZONA

The major issues addressed by the Arizona State Advisory Council on Vocational Education in its seventh annual report were:

Placement

The Council believes that vocational education students and completers should be placed, in cooperation with the Department of Economics Security and followed-up after placement. Young people are reluctant to use state employment services, but using the employment materials and processes of the state services in a school setting can, and has, provided many residents, including the disadvantaged, with confidence. Evidence of need and desire were present in the completers' answers to the follow-up questionnaire, and in the assessment and public hearing work of the Council. During the past three years, very few completers have found their jobs through the school placement services. Since only a beginning has been made in placement in Arizona, the Council believes this still is a major issue, and has offered it as the first recommendation in its evaluation report.

The variety and scope of vocational education programs

Completers, teachers and business and industry believe that a wider variety of vocational education programs that provide more specific, advanced and in-depth training should be offered. Students want to be qualified for a job and to know about how to do a wider variety of jobs in their field. They believe that their training should be specifically for the job they plan to fill and keep. Throughout the Council's year, this need was evident and it developed into a recommendation.

On-the-job training, practical, hands-on experience, and human relations training

As a result of the follow-up reports of completers during the past three years, a teachers' survey, contact with business and industry, assessments, and public hearings, the Council has found that another major area that needs improvement is on-the-job training and practical experience. Completers and teachers have consistently asked for more of this type of training, with human relations training considered the most valuable of all in this regard. Students want their individual training needs considered and to be allowed to train in that regard. They want actual experience so they can qualify for and keep future jobs. They need to know what is expected of them, so they may enter the world of work with responsibility and self confidence.

Cooperation with business and industry

The Council believes that closer cooperation with business and industry goes along with the other issues and recommendations in its report. In its hearings, personal experiences, surveys, and assessments it has become evident that for students to receive the right training, to get and keep a job, they, and the schools, must know what business and industry want. The Council goes further in its report and suggests possibly setting up on-the-job training programs in cooperation with business and industry for the express purpose of training persons for actual jobs in those businesses and industries.

The image and philosophy of vocational education

The Council also has found in all of its work and activities that the image and philosophy of vocational education still is not clear to parents, students, employers and teachers, administrators, the general public. Although it is developing, it needs a definite effort in publicity and clarification.

The five recommendations presented in the seventh annual report summarize the Council's work and the contents of its reports, as well as emphasizing the areas of consistently greatest concern. They are, as they appear in the report:

> Placement and follow-up of students should be improved, developed and expanded, with special attention given to women seeking jobs in non-traditional occupations, including working with employers to hire qualified women.
>
> A wider variety of vocational education programs should be offered that provide more specific, advanced and in-depth training.
>
> On-the-job training should be developed, expanded and individualized. All programs should include more practical, hands-on experience and human relations training to make certain that completers can qualify for and keep future jobs.
>
> Closer, more specific cooperation with business and industry should be initiated; for example, setting up on-the-job training aimed at a future job in a certain business or industry.
>
> Although progress has been made, a strong, continuing effort is needed to improve and clarify the image and philosophy of vocational education for parents of prospective students and the general public.

ARKANSAS

The Arkansas SACVE in its 7th annual evaluation report made the following recommendations to the State Board of Education with respect to areas to be supported.

> Strict and exhaustive compliance with the planning mandates of the new Federal law governing vocational education, PL 94-482.
>
> Based on subsequent compliance with that law, and the needs of the people of this State which will be revealed, we recommend the State Board concentrate on need areas such as:
>
> career awareness in the elementary grades;
>
> high school comprehensive vocational programs;
>
> career counseling services at all levels and grades;
>
> technical programs;
>
> area school vocational programs.

When areas of need are demonstrated and proven, we recommend the State Board develop a budget for submission to the 1979 General Assembly reflecting those needs in their entirety. If additional tax monies for vocational programs can benefit the people, then the first responsibility of the State Board is to aggressively pursue the acquisition of those monies. Such efforts should not be based on what the Board of Education thinks can be obtained. They should be related to the proven needs of the people of this State.

Additional and more detailed recommendations are listed for counseling, area secondary vocational schools, area adult vocational schools, and teacher training.

Data for evaluative conclusions and projections for the future are found in the final section of this report. These show progress in meeting the needs of the disadvantaged and the handicapped.

CALIFORNIA

Introduction

The Council states its mandate to annually assess the effectiveness of vocational programs and services and recommend ways to strengthen, expand, and improve such programs and services. It notes that vocational education is a major resource of the state and currently serves approximately two million citizens. Efficient use of this resource is emphasized and comments are solicited on the report content.

Summary of Recommendations

The Council's recommendations are directed to the State Board of Education, the Board of Governors of the California Community Colleges, the California Postsecondary Education Commission, the Governor, the Legislature, and other agencies responsible for vocational education services in the state.

> Assign a high priority to formulating and supporting a state-level vocational education policy.
>
> Continue efforts to effect educational reform which will result in improved vocational education and career guidance services for all students.
>
> Assign a high priority to effecting a balance between academic and vocational education in order to ensure equal educational opportunities for all students.
>
> Initiate legislative efforts to bring all vocational education programs under the preview of Regional Adult and Vocational Education Councils (RAVEC's) to further reduce unnecessary duplication.
>
> Continue support of Regional Occupational Programs and Regional Occupational Centers (ROP/ROC's), including comparative evaluations with other delivery systems and a clear definition of the roles of ROP/ROC's in the state system of vocational education.
>
> Seek legislative and administrative change to strengthen review by RAVEC's of ROP/ROC courses in order to lessen state responsibility and strengthen local coordination.
>
> Establish a policy to place the handicapped into regular vocational education programs and include handicapped persons in planning and implementation of vocational programs and services.
>
> The Governor convene a meeting of the chief executive officers of the appropriate state agencies to determine the roles, relationships, and responsibilities in job development and placement activities for youth, and develop plans of action to replicate existing model youth employment services.

Obtain necessary financial support to complete the California Manpower Management Information System (CMMIS) to ensure the dissemination of accurate and timely data to planners and students.

Continue development and maintenance of an inventory of private postsecondary vocational schools, curricula, and student occupational categories necessary for vocational education planning and inclusion in the CMMIS.

Concentrate evaluation efforts at state and local levels to determine benefits of vocational education to students with emphasis on student needs and outcomes.

1975-76 CACVE Review of Vocational Education

In order to identify strengths, weaknesses, voids, and gaps in the state system of vocational education, three broad areas were investigated -- vocational education planning, vocational delivery systems, and vocational education evaluation. Within these areas topics addressed included a comprehensive State Plan for Vocational Education, ROP/ROC's, vocational services for handicapped persons, job development and placement, manpower management information, and local program evaluation. In this section observations are summarized, promising practices and trends are noted, and appropriate recommendations for improvements are advanced.

COLORADO

The 7th annual report of the Colorado Advisory Council on Vocational Education to the State Board for Community Colleges and Occupational Education makes the following recommendations for State Board consideration and response:

> That a Master Plan which includes all functions of the State Board for Community Colleges and Occupational Education be developed. All agencies involved with the various functions should have input into the plan.
>
> That the role of the State Board for Community Colleges and Occupational Education and the direction and priority of adult programming be reviewed and redefined as a matter of policy.
>
> That the role of the State Board for Community Colleges and Occupational Education with regard to CETA be reviewed, revised, and clarified. The revisions should include closer coordination between the concerned sections of the State Board, prime sponsors, and the Colorado Department of Labor and Employment.
>
> Action must be taken to strengthen counseling throughout the State of Colorado. Improvements are needed in role definition, certification and recertification standards and procedures, and in the area of information about jobs for students, counselors, parents, and teacher use.

The Council also related to the low unemployment rate of vocational education graduates citing examples of five percent for secondary program completers and four percent for postsecondary program completers. These figures contrasted sharply with the 18 percent youth unemployment for the State.

DELAWARE

Major Recommendations contained in Evaluation 1975 of Delaware Advisory Council on Career and Vocational Education.

Regarding Manpower Information Needs Assessment:

"It is therefore recommended that the Secretary of Labor exert the influence of his office to bring the system developers (Delaware Technical and Community College) and the appropriate management of the Department of Labor into collaborative action on this vital first step." (to collect manpower data).

Regarding Career Guidance, Placement and Follow-Up.

"It is there recommended that:

> the State Board of Education recommend and endorse the following legislation as a priority:
>
> AN ACT TO AMEND CHAPTER 13, PART I, TITLE 14 OF THE DELAWARE CODE RELATING TO CAREER GUIDANCE, PLACEMENT AND FOLLOW-UP COUNSELORS.
>
> BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:
>
> Section 1. Amend subsection (e), Section 1321, Chapter 13, Title 14 of the Delaware Code by adding there to a new paragraph designated as paragraph (11), which shall read as follows:
>
> '(11) Career Guidance, Placement and Follow-up Counselors for a period of 200 days per year at the rate of one for every 500 students, or major fraction thereof, enrolled in grades ten through twelve.'"
>
> "the Governor, in his budget request, support this priority."
>
> "the General Assembly enact this legislation."

Regarding Vocational Student Organizations:

"It is recommended that the State Board of Education enforce its existing policy on Vocational Student Organizations and call for an in-depth review and report from a committee of student officers, local advisors and Department of Public Instruction staff. (Concerning needs, support, budget, and administrative assistance).

Regarding Financing Vocational Education:

"It is therefore recommended that a complete cost accounting be conducted on all vocational programs to determine which programs can be conducted effectively to include PLACEMENT in direct or related occupations and how many can be operated within the budgetary limitations to be imposed. This audit should be conducted by a group to include representatives of each body responsible for budget development including the Governor's office, the Budget Director, the Controller General, members of the Joint Finance Committee, and fiscal representatives of the schools."

Regarding Vocational Facilities:

"It is recommended that the State Board of Education and the New Castle County Vocational-Technical School Board proceed immediately to investigate and plan the development of the 'Twin-Tech' concept in New Castle County and that the State Board implement alternatives c) and d) at the earliest possible date."

It is further recommended that the Governor direct the State Architect and other appropriate participants to meet with representatives of the Building Trades Council to develop such an agreement and draft necessary legislation to allow such procedures." (Project agreement to be developed with the State to allow State construction to proceed uninterrupted by strikes or work stoppages.)

Regarding CETA and Vocational Education:

"It is therefore recommended that the Governor direct the Secretary of Labor, who serves at his pleasure, the President of the State Board of Education, who serves at his pleasure, and the Chairman of the Board of Delaware Technical and Community College, who also serves at his pleasure, to meet, along with their respective chief executives, to consolidate programs, share expertise, facilities and resources to meet the goals contained in the State Plans of their respective agencies. This group should be chaired by the Secretary of Economic Development who can, at the appropriate time, incorporate results into the package developed to attract jobs to Delaware."

Regarding Career Education:

"It is recommended that from this committee a State Coordinator be selected to provide the necessary time and technical expertise to implement the recommendations of the coordinating committee within the limits of available resources." (to review current status of career education, to provide direction for future development and to develop a State Plan for Career Education acceptable to the U.S. Office of Education so that Delaware may be eligible to receive available federal funds for Career Education.)

Regarding Vocational Education for the Handicapped:

"It is recommended that, in order to reach the full extent of such an appropriate education, those responsible for the continuing development and implementation of the Delaware State Plans for Vocational Education, Vocational Education of Handicapped Students and Vocational Education of the Exceptional Citizen meet regularly to coordinate goals, objectives, and activities, consolidate resources to the extent possible, and provide a management structure which will enable more effective and efficient operation of all programs for the handicapped."

"Anticipated supplemental legislation is needed by the institutional school district in carrying out P.L. 94-142 guidelines dealing with least restrictive environment facets (e.g., community resources utilization)."

"Priority must be given to augmenting the depth and scope of vocational services, including career counseling, as an ongoing institutional process."

"There should be interagency workshops and other communicational avenues established for assessing statewide directions and standards related to vocational education programs for handicapped students."

"Vocational education elements also need to be integrated as a vital component of individualized education prescriptions."

"Occupational teacher education programs and certification standards should include particular provisions for handicapped vocational training programs."

"Attention must be given for more severe handicapped institutionalized students being given chances for enrollment and participation. As previously prescribed, the alternative would be expanded services within facility programs."

"Formulation of job bank data systems would serve as a requisite for implementing appropriate vocational training programs and including necessary skills related to each employment area."

Regarding Occupational Teacher Education:

"It is recommended that the Council of Presidents secure federal funds to add an additional faculty member for the consortium for the immediate year. If services rendered by this addition prove necessary and satisfactory, priority should be given to the permanent addition of this individual through regular budgetary process." (Occupational Teacher Education Consortium)

DISTRICT OF COLUMBIA

The 7th annual evaluation report of the State Advisory Council for the District of Columbia includes reports on the following selected areas:

Planning, evaluation, and data collection

Planning and implementation of career centers

Career education

Relations with business, industry, unions, and prospective employers

Advisory committees

Interdisciplinary cooperative education program

Building renovation and construction program

Health careers

Findings in these areas resulted in the following recommendations:

DCACVE recommends that the Board of Education make the development of a comprehensive planning and evaluation system for career and vocational education programs its first priority.

DCACVE fully supports efforts to expand a CBC throughout the school system, and recommends that the Board of Education, the City Council and the Mayor join in making a commitment to find adequate funds for the implementation of a Competency-Based Curriculum.

The phase-in schedule developed in the Capital Budget Planning Project "Planning for a Career Development Program: Senior-High Level" should be adopted and implemented.

DCACVE recommends that full support be given to the modernization of Bell and Phelps by every public body responsible for funding decisions, from the Board of Education to the Mayor and City Council, to the U.S. Congress.

After the first year of operation, the manufacturing and service industry clusters for Bell should be reviewed to determine whether the course offerings are relevant to the job market. Those at Phelps should be reviewed to determine whether there was improvement in the skill level of the students.

DCACVE recommends immediate efforts to establish linkages that will provide for apprenticeships as the programs begin. The establishment of Advisory Committees is one avenue for achieving this goal.

Efforts should be made now by the Board of Education to foster expansion of the Career Developemnt Exemplary Project model to the remaining schools in the system.

DCACVE recommends that efforts to strengthen linkages between the schools and the world of work through the establishment and strengthening of Program Advisory Committees be supported as a policy commitment by the Board of Education.

DCACVE recommends that the Board of Education and the Administration seek means to strengthen and expand the Interdisciplinary Cooperative Education Program.

The school system should establish standards and provide for formal annual evaluations of all health careers programs.

The District should begin now to establish articulation between LPN and professional nursing programs. Organizations which will have to be involved in this effort are the University of the District of Columbia, the D.C. Public Schools, and the Licensing Boards of Practical Nursing and Professional Nursing.

FLORIDA

Evaluation Should Focus on Florida's Goals, Priorities, and Objectives as Set Forth in the State Plan

Manpower information available to local vocational and technical education officials is often inaccurate and lacks credibility, since special local conditions are often overlooked.

Recommendation: Vocational and technical education officials at the local level should be provided with manpower information in a more useable form. The Department of Education should provide local officials with technical assistance needed to effectively use manpower projections.

State Plan goals, priorities, and objectives are not sufficiently comprehensive in terms of those target groups discussed in this annual report. Particularly lacking were objectives relating to curriculum materials development and inservice and preservice training activities for teachers serving target groups.

Recommendation: State Plan objectives relating to vocational curriculum development should include activities designed to meet the needs of rehabilitated offenders, the disadvantaged, and the handicapped.

Close liaison should be continued between the Department of Education, the Department of Offender Rehabilitation, the Office of Vocational Rehabilitation, and the Division of Youth Services. Inservice and preservice training of vocational teachers should be a major priority for each of these agencies.

Evaluation Should Focus on the Effectiveness With Which People and Their Needs are Served

Although caution should be used in the interpretation of available vocational student followup data, it appears as if secondary level program completers were less successful than their postsecondary level counterparts in obtaining training related employment. Also, completers of health related programs appear to be more successful in finding training related jobs than completers of the other occupational program areas.

Recommendation: The Department of Education should continue its efforts to: (a) refine placement and followup data collection procedures; and (b) encourage local educational agencies to use the results of placement and followup surveys to update vocational and technical offerings.

The supply and demand for vocational and technical education personnel in Florida are fairly well balanced. However, inservice programs are not proportionally distributed geographically where the majority of vocational training personnel are located.

Recommendation: The 1975 MASTER PLAN FOR VOCATIONAL TEACHER EDUCATION should be revised and updated annually.

Many vocational program training students in licensed fields have high rates of success; however, data relating to trainee licensing rates for some of these programs is infrequently gathered.

Recommendations: The Department of Education should establish procedures designed to gather data for measuring the effectiveness of vocational programs designed to train students in areas requiring licenses.

State licensing boards should review licensing requirements to determine the job relatedness of the requirements.

Evaluations Should Focus on the Effectiveness With Which Vocational and Technical Education Funds are Allocated and Used

There is some doubt as to whether federal vocational funds have been used to effectively address the state's goals, priorities, and objectives as set forth in the State Plan.

Recommendation: The Department of Education (DOE) should clearly and concisely set forth criteria that will be used to allocate federal vocational funds to local education agencies. The DOE should then determine the extent to which funds are actually allocated on the basis of the criteria.

Though inadequate data exist with which to measure the full impact of federal vocational funds Part C and D (P.L. 90-576), the Council concludes there has been a lack of emphasis in recent years on funding research and exemplary projects designed to meet the needs of the disadvantaged and handicapped. There is also a need for a research advisory group to be established to advise on priorities for future funding.

Recommendations: The Department of Education should place greater emphasis on funding research and development projects designed to meet the needs of students who have academic, socioeconomic, or other handicaps.

The Department of Education should establish, and use, a research advisory group designed to assist the Vocational Division in reviewing and recommending priority areas for research and exemplery activities.

Evaluation Should Focus on the Extent to Which Council Recommendations Have Received Due Consideration

This year the Council made an extensive review of all past recommendations and activities to assess its effectiveness in carrying out mandated responsibilities. Based on evidence from several sources, it was concluded that the Council had been effective in carrying out those mandated functions and responsibilities; and, generally, efforts had been made by the State Board Staff to implement Council recommendations.

The Council has twice before recommended maintaining the Vocational Division as a separate division within the Department of Education. Information received this year continues to reinforce the importance of this recommendation; therefore, the Council resubmits it for continued emphasis.

Recommendation: The Division of Vocational Education should be maintained as a separate Division within the Florida Department of Education in order that it might continue to effectively exercise leadership in vocational education at all appropriate levels. The Division should be concerned with exercising leadership in performing three basic functions: administration, coordination, and evaluation.

GEORGIA

During the past Fiscal Year, the Georgia Advisory Council has assumed its investigative role in five areas of major concern. Given the scope and depth of the Council's inquiry, it was deemed appropriate to summarize the findings and conclusions in a format designed to focus attention upon the Council's concerns in the following:

Teacher Education -- A needs assessment of teachers currently employed in vocational education.

Disadvantaged and Handicapped -- A special study of programs and facilities.

Counseling and Guidance -- An evaluation of counseling services at postsecondary and secondary levels.

Follow-up of Graduates -- A look at how postsecondary graduates rate the quality of their preparation for gainful employment.

Private Schools -- An examination of resources of the private sector.

From the above topics, the Council adopted ten recommendations that are summarized as follows:

Teacher Education

In order that new vocational teachers would be more in tune with the real world of business and industry it was suggested that a cooperative work study program be incorporated into their formal education. The basic premise is to impart the practical, on the job skills that students will need when they enter the labor market.

The State of Georgia has been developing a "competency-based certification program" to insure the proficiency of its teachers. The Council believes this program will result in a more effective and accurate performance measure of vocational instruction. The premise here is to connect job performance and job promotion, and we encourage that.

This recommendation deals with staff development funds available to postsecondary schools. The Council proposed that local matching requirements be modified to include the value of "in-kind" services; or the requirement could be dropped altogether and the State pay the entire cost. At issue is the fact that local support of these institutions amounts to only 5% of the total budget. The maintenance of inservice training should not be hampered by a local system's inability, or lack of willingness to provide matching funds required to protect what is substantially a State investment.

Disadvantaged and Handicapped

This recommendation deals with combining all Federal and State funds for the training of disadvantaged and handicapped persons. Disadvantaged and handicapped set asides and the Special Needs funds have already been consolidated. The rationale is to provide a larger financial base, specialization purpose, a broader base of service, and more flexibility in providing services.

In addition, it was noted that some buildings used to service handicapped persons did not have the proper design or accommodations for their clients.

Counseling and Guidance

The Council recommended that in the area of secondary guidance and counseling, the State Board examine the use of supplementary personnel to absorb clerical and non-counseling tasks in order to better utilize the counselor's time in working individually with students.

The Council recommended the Five Year (SC-5) and Six Year (SC-6) certificates include three years of school experience, plus a one-year supervised intern program or one year of work experience. Again, the logic here is to increase the ability of Counselors to translate to their students experience in the real world of business and industry.

Follow-Up of Graduates

In surveying graduates, job placement services were deemed to be least satisfactory of all training factors. The State Board was asked to examine ways to improve the effectiveness of the job placement.

In the same survey, nearly a quarter (23%) of all graduates were employed in a job unrelated to the one for which they were trained. Of those not employed as trained or in a related field, almost a third (31%) indicated no labor market demand in the trained field. It might be assumed that more student personnel services would reduce this phenomenon. Certainly a more realistic approach is called for in light of the student response and associated employment information.

The Council asked the State Board to take into consideration accredited or state approved training resources of the private sector. When opening a new school, or changing course offerings, the private vocational-technical schools can offer advantages that are presently overlooked.

This recommendation deals with the above suggestion. In proposing that private training resources be considered, it was noted that the present constitutional opinion rendered by the Georgia

Attorney General prohibits the State Board from contracts with the private sector. The Council was presented with evidence that other states successfully engage in private sector contracting, and it is hoped that the State Board would consider amending its policy.

GUAM

The purpose of the 7th annual evaluation report of the Guam SACVE is to review the provisions of the Territorial Plan for Vocational Education for FY 1976 and to point out those areas where the State Plan was able to meet its objectives. The following goals were reviewed:

to provide expanded vocational education opportunities to more students;

to make available consumer/homemaking for all secondary students;

to increase responsiveness of vocational education to the specific needs of disadvantaged youth;

to offer programs for adults who are in need of vocational training or retraining and studies directly related to vocational training and upgrading;

to provide a vocational training program for postsecondary age adults;

to provide inservice to the Department of Education staff in vocational and career education programs;

to provide State level administration and supervision of all career and vocational education programs;

to provide for career development activities and vocational training for secondary level deaf students housed at Guam Vocational Technical High School.

Following the review and analysis of the State Plan goals the Council recommended:

that the Department of Education, in developing the Territorial Plan solicit and utilize the latest available, accurate data;

that the DOE establish a uniform method of tabulating the true number of school dropouts and that a system-wide schedule be developed and utilized so that DOE can better prepare alternative programs for school dropouts;

that a budget category be incorporated in the State Plan with a definite allocation for vocational equipment replacement and supplies;

that a systematic career guidance program be available to all elementary and junior high school students;

that expansion of adult and postsecondary education programs be continued;

that the DOE make better use of its federally mandated public hearing on vocational education.

The report concludes with a section on the action taken by the DOE concerning the SACVE recommendations for FY 1975.

HAWAII

Evaluation Approach

One of the 11 goals of Hawaii's State Master Plan for Vocational Education is "Comprehensive Vocational Education: To accommodate all youth and adults who seek vocational education in order to become productive members of society or to upgrade their occupational competencies or to learn new skills." The Council focuses its evaluation on this goal, with special emphasis on possible methods that can be used to increase the availability of vocational education in spite of limited resources; these include cooperative education, the Early Admissions Program, and other innovative and nontraditional methods and programs. The evaluation also reports on two subject areas that the Council believes should be addressed in all planning documents, especially the State Master Plan for Vocational Education: equal opportunity in vocational education; and occupational safety and health. For its evaluation, the Council analyzed data and information from State records and conducted campus visitations to 11 schools at both the secondary and postsecondary levels.

Comprehensive Vocational Education

The recommendations of the Council can be summarized under three subtopics:

Cooperative Education

In regard to cooperative education, the Council recommends that the State Board request the operating agencies to evaluate its relative effectiveness in comparison with regular vocational programs, utilize State funds to give it more permanence and continuity, upgrade its standards in terms of instruction and accountability, utilize it more to increase the occupational choices of students, and to explore the problem of liability for the participants of the program.

Early Admissions

To better serve advanced vocational education students at the secondary level, the Council recommends that the State Board request the University of Hawaii and the Department of Education to develop a mutually acceptable funding formula between them for the Early Admissions Program or that other programs be developed or expanded to meet their needs.

Other Methods and Programs

The Council surveys potential as well as existing methods, policies, and programs that are innovative and nontraditional and that could possibly be used to increase the availability of vocational education to more students. Some of these that the Council believes the State Board should consider are: Regional Vocational Education Centers; New Admission, Enrollment, and Graduation Policies, Flexibile Curriculum, Planning, and Scheduling; Articulation with Military Education and Training Programs; and Utilization of Military Facilities. The Council also recommends that Neighbor Island students can be better served by publicizing more the admissions quotas available to them for vocational education programs at Oahu community colleges which have more extensive vocational offerings than Neighbor Island ones and by extending their deadline dates for registration.

Review of the State Master Plan for Vocational Education

The Council recommends to the State Board that it review the State Master Plan for Vocational Education and consider updating its goals and objectives, especially for the following two subject areas:

Equal Opportunity in Vocational Education

The Council recommends that the State Board revise the State Master Plan to include goals and objectives that promote equal opportunities and access for both males and females to all vocational education programs.

Occupational Safety and Health

The Council has five recommendations on this subject. The first three recommend that the operating agencies work closely with the State Division of Occupational Safety and Health to provide for systematic inspection and monitoring of equipment and facilities, statewide programs of occupational safety and health information for all schools, and joint consultation in the planning of all new and renovated facilities. Also recommended are suggestions that the State Board set a high priority for all existing facilities and equipment to meet OSHA standards with the necessary resources allocated to meet this objective and that the Department of Education reconsider its dress requirements for vocational students.

IDAHO

1976 Advisory Council Recommendations

To the Idaho State Board for Vocational Education, the Idaho Advisory Council recommends:

The State Board continue to seek legislative approval for an expanded vocational education budget with added emphasis on the secondary level and continued support of the postsecondary level of vocational education in Idaho.

Justification -- With over 83% of the jobs available in Idaho today requiring some type of vocational or technical skill, the need is apparent.

The State Board request from the Idaho Legislature a continuing emergency vocational training fund of $200,000.

Justification -- Last year, the Advisory Council's recommended emergency training fund was $275,000. This money was used to train Idaho people at the postsecondary level for employment in Idaho's new and expanding industries. Idaho is continuing to expand in business and industry and the need for trained, skilled workers is constant.

The State Board is requested to review local school district spending for vocational education. A secondary funding formula adjustment may be necessary at the state level to further assist local school district vocational programs.

Justification -- The Advisory Council believes that funds allocated to the local districts may not be relative to the actual cost of secondary vocational programs. The results of the review may require a change in the funding formula at the secondary level.

The State Board is requested to conduct a formal team evaluation of all secondary vocational programs once every four years. The evaluation would insure that goals are established for each program.

Justification -- At present, there is no formal evaluation of secondary vocational programs. The evaluation would serve as a method to determine if realistic goals have been established and whether these goals are being accomplished.

The State Board needs to continue its efforts in providing additional training for guidance personnel and vocational teachers in counseling youth for the world of work.

Justification -- School counselor loads in Idaho are 400 to 1. Because of the shortage of counselors, each guidance person and vocational teacher must be knowledgeable in counseling. The Advisory Council suggests that courses in guidance, which include knowledge of employment opportunities for those with vocational skills, become a required part of the vocational teacher and counselor curriculum.

The State Board is encouraged to define the terms "dropout" and "transfer" of students more clearly. It is further recommended that a thorough and uniform system of reporting these students by grade level and age be developed.

Justification -- Idaho's dropout rate may be much higher than reported due to the system of reporting. Once dropout information is available, the Advisory Council may have suggestions for vocational programs which could help solve this problem.

The STate Board should urge local Boards of Trustees of each postsecondary and secondary school to actively involve local advisory committees. It is further recommended that vocational students be participating members of each local advisory committee.

Justification -- The Advisory Council believes that some local advisory committees exist in name only and do not meet or function. The Council recognizes one of the strengths of vocational education is the input of local citizen advisory committees.

The State Board must continue to recognize the need for and emphasize the promotion and growth of vocational student organizations in Idaho.

Justification -- The estimated secondary student vocational enrollment is 30,315. Only 9,213 out of the 30,000 plus students eligible for membership are members of vocational student organizations. The Advisory Council believes student organizations are valuable, not only in promoting leadership, but in providing an outlet for the skill and knowledge gained in the vocational classroom.

Focus on the State's Goals and Priorities

Although fiscal 1975 was a good year for vocational education in Idaho, fiscal 1977 looks even better with the Idaho Legislature appropriating a vocational budget which increased state funding of programs 33% over last year. The Advisory Council was pleased also with the cooperative attitude of the Division of Vocational Education and believes that most of the goals in the State Plan are being accomplished.

The Advisory Council noted, however, some needs not being met, including:

A need for advanced federal funding for state vocational programs.

A need for more timely and adequate employment opportunity data.

A need for an expanded system to identify disadvnataged and handicapped individuals.

A need to study the delivery system of vocational education, especially in the sparsely populated rural areas.

Focus on the Effectiveness of Vocational Education

In 1975-76, 13% of the total number of students in higher education were enrolled in postsecondary vocational education programs although 83% of the jobs in Idaho are classified as non-professional. It is estimated that area vocational-technical schools are able to enroll only half the number of potential students who apply since there is a lack of facilities.

The Advisory Council points to the high accountability of postsecondary vocational training in Idaho. Ninety percent of the postsecondary students who complete their training and make themselves available for employment are employed.

Funding and delivery of programs are the biggest problems facing secondary vocational education in Idaho today. Vocational building construction at the secondary level seems, however, to be increasing around the state. The Advisory Council believes the amount of construction is a good sign and that vocational education, at the secondary level, is no longer a stepchild in the basement of a high school.

The goal of vocational education in Idaho is "to make quality vocational programs available to all people in the state who need and want this type of training and to prepare people for employment in occupations which require less than a college degree". Although the Advisory Council believes we are making progress, Idaho still has a long way to go.

Focus on the 1976 Advisory Council Recommendations

The Idaho Advisory Council saw all of its recommendations implemented last year. Beginning with an overall increase of 33% in funding at the secondary and postsecondary levels, a $275,000 emergency training fund established by the Legislature for training for new and expanding industries and concluding with the production of a "concept film" on vocational education, supported by the State Board for Vocational Education, private business, industry, and labor.

ILLINOIS

The Illinois SACVE states that the purpose of its 7th annual report is to evaluate and recommend. The areas selected for inquiry and discussion include: students in vocational education; vocational education and the labor market; funding of vocational education; AVTE activities.

Students in vocational education -- Data given in this section show: enrollees by program and level for FY 1975; work-study by number of educational agencies and students involved; enrollments of disadvantaged persons in occupational education; enrollments of handicapped persons in occupational education; numbers and percentages of women in occupational programs; distribution of adult enrollees by type of program.

Vocational education and the labor market -- Review of the FY 1976 State Plan indicates that in some instances there were projected expansion and replacement needs that far exceeded the number of vocational education graduates; in other cases the situations were reversed. Other topics considered in this section are the alleviation of unnecessary duplication, guidance activities, and delivery of placement services.

Funding of vocational education -- The report gives an eight-year review of the distribution of funds by source and by persons served. Several Council recommendations address findings in this area.

AVTE activities -- The report comments on the activities of the State Department of Adult, Vocational, and Technical Education in the areas of local and state planning, evaluation, curriculum and professional development, administration of CETA programs, research and development, special programs and occupational consultants.

The recommendations of the SACVE 7th annual evaluation report are listed below.

> The Illinois State Board of Education should continue its role as the sole State agency receiving Federal funds for the administration of vocational and techncial education programs, services, and activities for all levels of education (K through Adult).
>
> The State Board of Education should seek legislative approval of an increased State appropriation based on a foundation level of support (statutorily based) for projected adult, vocational and technical education needs.
>
> The State Board of Education should require local educational agencies to furnish a timetable for the removal of architectual barriers so that handicapped persons can have equal access to school buildings, especially in those school districts seeking vocational and technical education program approval and reimbursement.
>
> The State Board of Education should become actively involved

in matters pertaining to adult, vocational and technical education by regularly including these as agenda topics in their scheduled meetings.

The State Board of Education should work closely with the Illinois Community College Board, the Illinois Board of Higher Education, and the Governor's Office of Manpower and Human Development to develop a matrix which will make compatible the U.S. Office of Education (USOE) code, the Higher Education General Information System (HEGIS) code, and the Bureau of Census code.

The State Board of Education should review the "integration" of the Department of Adult, Vocational and Technical Education into the Illinois Office of Education structure to make certain that adult, vocational or technical education services to Local Education Agencies (LEAs) have not been reduced or dropped.

The State Board of Education should cause to be prepared annually a directory of local adult, vocational and technical Directors and Deans, and distribute this document to interested persons and parties.

The State Board of Education should review the current finding and operational policies of AVTE, and secure the Superintendent's recommendations to consider them for adoption as State Board policies.

The State Board of Education should strengthen efforts to meet the needs, interests and abilities of non-English speaking students and adults through bilingual techniques.

The State Board of Education should give a high priority to career education, consider career development an integral part of the total educational curriculum, and designate State funds in addition to existing Federal funds for career development, planning and implementation.

The State Board should continue the fine program begun last year whereby curricula and professional development materials may be printed so that all school districts in the State may, at their discretion, purchase such materials.

The State Board of Educaton should continue support of the 3-Phase Evaluation System, assure LEAs of coordinated evaluation visitations from the Office of Education, and encourage coordination with visitations from North Central Association.

The State Board of Education should continue support of affirmative action in terms of increasing the employment of women, minorities, and handicapped persons throughout the Illinois Office of Education.

INDIANA

Setting the Stage

Secondary vocational education was offered in 38 area vocational programs and in over 300 comprehensive high schools. All but three of the 304 school systems offered at least one vocational program or participated in an area vocational program. Postsecondary programs were offered at four state, four-year institutions with 11 extension sites; at two, two-year institutions, one of which has 13 regional sites. Adult programs were offered at both secondary and postsecondary sites. Program enrollments at all levels were analyzed relative to rate of change and percentage distribution.

The goals of the FY 76 State Plan were outlined with comparative planning data and reported data presented for analysis. The Council cited the critical problems to be as follows: development of a matrix of vocational programs by institution to identify availability of programs so that assessment of adequacy can occur; preparation of an accountability report; formulation of goals and objectives in terms other than increases in program enrollment contacts; collection and reporting back to planners of data by levels on numbers of educators needed and to be served for preservice and inservice education; assessment of actual population receiving training; collection and dissemination of data on females, minorities, disadvantaged and handicapped persons by level in order to identify persons served and rate of change; and dissemination of data back to the local education agencies and postsecondary institutions for coordination and planning.

Priorities and Problems

Expenditures and percentage distribution for vocational education in Indiana were outlined. Amount of state monies expended by postsecondary institutions for vocational education was not reported since postsecondary monies were appropriated in a total budget to each institution by the legislature.

Based upon input from three public hearings, visitations throughout the state, and issues addressed during programs at Council meetings, the Council presented four recommendations with supporting rationale to the SBVTE in the following areas of need: development of a statewide system for comprehensive delivery of career information and guidance services to assist students in career planning and to inform parents/guardians of availability of opportunities; establishment as a curriculum priority competency-based curriculum planning and development; administration of CETA, Section 112 funds, by SBVTE; and identification and definition of roles of agencies and institutions involved in the delivery of vocational education.

Special Areas with Relevance to National Implications

The Council reported on the following national issues:

Mainstreaming of Disadvantaged and Handicapped -- There was no state policy in 1975-76 in Indiana for mainstreaming. The

Council identified the need for: guidelines for qualifying for funds and for distribution of funds in an equitable manner according to priorities rather than on a special project basis; plan for expansion of existing programs; establishment of new programs in coordination with Special Education and Vocational Rehabilitation and determination as to emphasis on new and expanding or upon maintenance of existing programs; method of evaluation for established and new programs; and identification of relevant data on which to base decisions.

Occupational Guidance/Placement/Follow-Up -- Services were not mandated legislatively nor identified as a goal in the State Plan. A direct grant in FY 75 caused the development of Statewide models, and in FY 76 implementation grants were funded to 27 projects. The intent was to continue expansion, but there are several questions to be addressed: From where will the funds come? Will State and local funds be authorized and allocated? Will mandating create a control over local budgets? Should all students receive placement services and be followed up?

Articulation and Coordination -- The status of articulation in Indiana was compared with the assessment of the states conducted by NACVE. There is no formal, systematic, statewide articulation in Indiana.

Sex Stereotyping -- Secondary enrollment patterns were examined. Research related to elimination of sex stereotyping, role modeling based upon state staffing, SACVE and SBVTE membership were reviewed. Based upon the limited available information, there was a need to develop procedures and plans to overcome stereotyping at all levels in the statewide delivery of vocational education in Indiana.

Career Education -- A review of projects funded through Part C and D research and exemplary funds reflected that approximately $1,700,000 federal vocational education research dollars had been expended in Indiana for Career Education since 1972.

IOWA

Introduction

The Iowa Council through a unique approach to its public hearings gathered opinions and recommendations as a basis for its annual report from the prime resource of vocational education -- its students. Eighty-seven high school, community college, and university students from across Iowa and representing six vocational youth organizations attended a one-day, invitational public hearing. This was a working conference where the students were asked to write their observations and recommendations on four major topics related to the schooling process: guidance and counseling, vocational skill development; personal development; and civic responsibility.

Guidance and Counseling

Student Observations

Guidance services are oriented toward the college bound student. There is very little emphasis placed on other postsecondary options, such as business, trade, and technical schools, area community colleges, apprenticeship training programs, and employment.

Students are not fully aware of the services provided by guidance counselors. Unless students show their own initiative or are forced to do so, they are hesitant to utilize guidance services.

Student Recommendations

Students should be fully informed on the information, materials, and services available through their guidance counselors.

The Department of Public Instruction should evaluate at regular intervals the guidance services at each school.

Counselors should conduct a yearly evaluation of each student's abilities, needs, and career interests.

High Schools should provide a job-placement service.

Council Recommendation

The Council recommends that the State Board direct its staff to develop local program guidelines which would include the conducting of orientation sessions for all first year students in junior or senior high grades encompassing the functions, resources, and other services of the guidance department.

Vocational Skill Development

Student Observations

Smaller schools lack resources or access to resources to improve or expand vocational programs.

Large schools provide simulation and on-the-job training, but simulated and cooperative programs in smaller schools are very limited.

Student Recommendations

Jointly administered vocational programs should be expanded between high schools, and area community colleges.

Career and vocational exploration should begin before the ninth grade.

The number of on-the-job training programs should be increased. Every school should have a coordinator for cooperative programs.

Council Recommendation

All schools should establish procedures whereby students may express their opinions concerning vocational programming, instruction, and counseling directly through the instructional, administrative, and policy levels at their school.

Personal Development

Student Observations

Schools generally place little or no emphasis on personal development courses, e.g., marriage and the family, bachelor survival, constructive use of leisure time, psychology, civic awareness, child care, managing personal resources.

The few schools which offer personal development instruction do so only on an elective basis.

Student Recommendations

Personal development instruction should be offered in all high schools. This instruction should be available to all students at all grade levels in high school.

Social-problem encounter groups with community and state political leaders are desirable.

Council Recommendation

The Department of Public Instruction should encourage local schools to establish an ad hoc committee of teachers, administrators, parents, and students to review and implement available personal development instructional materials.

Civic Responsibility

Student Observations

Schools do not place sufficient emphasis on the civic responsibilities of students.

The size and location of a school to a large extent determines the degree of civic responsibility exhibited by that school's students.

Involvement in vocational clubs and other school organizations is pertinent to developing leadership skills and civic responsibility in local communities.

Student Recommendations

Local government operations should receive greater attention in government classes. The local community is where students can become directly involved.

Government classes should not always paint a "rosy picture" of our government as being perfect. Current, critical issues related to its imperfections should be discussed openly and frequently.

Community development and community action plans should be discussed and implemented.

Student membership on local school boards should be encouraged where permitted by law.

Council Recommendation

The Council encourages social studies consultants within the Department of Public Instruction to meet with secondary students and social studies teachers, and representatives from social studies or political science departments of state universities, to review existing social studies curricula in light of the students' recommendations contained in this report.

KANSAS

The findings for the annual evaluation report of the State Advisory Council for Vocational Education were primarily based on the available information and documents from the State Department of Education, Vocational Division. Very little effort was made due to fiscal constraints to go beyond the agency for assessment of programs at the local level. The primary resources for the report were the annual descriptive report of the agency and a special report of the Legislative Research Division of the Kansas Legislature. Other reports of the State agency were also studied for supportive data.

There appeared to be substantial discrepancies among the various documents employed for this research. This lead to one of the primary conclusions of the Council that research and reporting activities be concentrated in one particular segment of the agency so as to assure accuracy and consistency of program data.

Several recommendations of the previous year's report were accented in the current report of the Council. The specific charge for development of a cross-service Vocational Teacher Education Council, charged with the responsibility for developing a system to meet professional development needs, was reiterated. This recommendation, along with several of the others, were acknowledged to the extent that they will be considered in special needs assessment activity of the department; however, that needs assessment project has been slow in getting off the ground and therefore many of the problems identified in the previous report still exist.

Based on available information, the Council chose to speak to the following critical areas in vocational education.

Reconciliation of vocational reports to eliminate discrepancies that appear in the various documents.

Development of a reasonably consistent funding formula for vocational programs in community colleges and area vocational-technical schools.

Implementation, in cooperation with the Kansas legislature, of an interagency review of vocational education which will ultimately lead to a development of a statewide policy for vocational education.

Assessment of problems encountered by local vocational administrators relative to program requirements, particularly those in home economics, and the volume of reports necessitated to maintain vocational programs.

Development of a State Plan cycled to accommodate appropriate fiscal year requests to the State Legislature with attendant evaluation activities to measure achievement of goals and objectives.

Appropriation of additional funds for vocational education at all levels of the program, and in particular for capital expenditures to increase available vocational education opportunities as well as to improve the quality of essential laboratory equipment in those programs.

KENTUCKY

The seventh annual evaluation report of the Kentucky Advisory Council for Vocational Education and Manpower Development and Training carries as its first of eight recommendations that greater funding and priority be given postsecondary and adult vocational programs.

The Council points out, "The need to provide vocational education for those who have already entered the labor market, and for those who wish to change occupations or to upgrade their skills, it vital to education's responsibility to fulfill the needs of the people."

Kentucky's emphasis has always been on vocational education at the secondary level; and when funds run short, adult programs are the first to feel the axe. The Council feels that provisions should be made to ensure operation of postsecondary and adult programs "as vital elements in the total vocational education picture."

The remaining seven recommendations reflect the Kentucky Council's concerns in the following areas:

A need for higher pay for vocational education teachers.

A study of the school and center evaluation process toward the prevention of needless overlapping, time consumption and expenses.

A need for a system permitting transfer of credits from one type of educational institution to another and from program to program within an institution.

A need for establishing in strategic locations throughout the state facilities and programs to train students for employment in the mining and mining-related industries.

The addition of a member of the Bureau of Vocational Education staff whose full-time duties would be vocational guidance service.

Vigorous continuation of the youth career exploration program in cooperation with CETA prime sponsors during the summer months.

A need for a glossary of accepted definitions of commonly used terms in vocational education reporting.

The Council's report also included recommendations made by each of the state's fourteen regional advisory committees, which were active during the year in public meetings, research, evaluation, coordination, public relations, and in general carrying vocational education to the grassroots level.

LOUISIANA

The 1976 Louisiana annual evaluation report had several areas of concern.

From the evaluation, it was felt that a task force on articulation should be convened, composed of personnel from the various institutions and levels concerned, to study the curriculum at the various levels to eliminate duplication and to relate the programs to one another.

Indications are that in the Bureau of Vocational Education there is a need for more personnel to carry out the supervisory and evaluation functions. A study should be made of the tasks necessary to carry out the objectives of the Bureau and each Vocational Section and the personnel available to determine what kinds of personnel should be added to carry out the objectives of the vocational programs and State Plan.

For better data and information purposes, the Council recommended that the State Department of Education develop and implement a Management Information System for all of education.

The Council felt very strongly that the tasks and functions of guidance counselors be delineated so that job descriptions can be written and actual needs can be determined.

MAINE

With the enactment of the 1976 Vocational Education Amendments, the importance of SACVE's in the development of vocational education is enhanced. In order to better focus on what lies ahead with this new legislation, the Maine Advisory Council deemed it appropriate to look back over the past years and determine its effectiveness in shaping the State's vocational education system. Entitled REVIEW AND ASSESSMENT, the Council's seventh annual report concentrates on the progress made by the State Board of Education in carrying out MACVE's policy recommendations through the State Plan for Vocational Education.

The record of State Board action on the Council's recommendations is excellent. Of 41 recommendations made in annual reports between 1970 and 1975, 35 (85%) have been accepted. Sixteen of those accepted recommendations have already been implemented, and the implementation of the remaining 19 is now in progress. It should also be noted that in the case of at least three of the six recommendations not accepted, the necessary action for implementation is beyond the scope of the State Board's authority. Such a record of accomplishment is testimony to the cooperation which MACVE has received from not only the Board but also from the Bureau of Vocational Education, the Commissioner of Educational and Cultural Services, and the vocational schools as well. That cooperation has made it possible for the Council to have a meaningful impact upon Maine vocational education and to fulfill its obligations under federal law.

MACVE's 1976 annual report takes note that the last seven years have marked unprecedented growth and expansion in Maine's vocational education system. Enrollment has increased by 259%, and vocational schools are now within reach of 98% of the State's population. Such a system is a tremendous resource which Maine has hardly begun to tap. Maximizing the potential of this system has been the underlying theme of MACVE's annual recommendations, and it is a theme which the Council underscores once again with the advent of the 1976 Vocational Education Amendments.

It is with the intent of doing a good job even better that MACVE offers the following recommendations in its 1976 annual report:

The State Board of Education should promote greater availability of vocational education opportunities by directing each vocational school to:

> Assess how well it is reaching the potential number of vocational students (both youth and adults) in its service area, what barriers exist to serving that potential, and to what extent those barriers can be overcome. Such assessment should bear in mind pending school problems, guidance counseling, space limitations, program offerings and requirements, and the chances for coordination with other training-related programs. On the secondary level, attention should also be paid to the possibility of opening up opportunities to 10th grade students as well as actual and/or potential dropouts.
>
> Determine the degree of unmet need with regard to serving the handicapped and the disadvantaged and develop strategies accordingly.

Commit itself to the active elimination of the sex role stereotyping of men and women in vocational programs.

Each school should then formally communicate to the Board what changes it believes are necessary to improve the availability of vocational education in light of the above criteria.

The State Board of Education should continue to direct its attention to the recommendations of MACVE's 1975 annual report with respect to career awareness. An effective State Plan for career education must be implemented, a plan which takes advantage of funding resources available through Federal legislation and other non-State sources and which relies on local initiative rather than State mandate. Implementation of this State Plan should be accompanied by revisions in teacher and counselor certification requirements which reflect the importance of knowledge of the world of work.

MACVE calls upon the State Board of Education to make an active effort to inform all Maine citizens of the scope of educational opportunities available to them. Essential to this effort is the development of a "citizens' guide" to Maine education which briefly and succinctly depicts and explains how such options as vocational education fit into the total education process. The potential of education to maximize the individual's abilities must be made readily apparent if the public's faith in our education system is to be restored. The aim of this informational effort should be to provide guidance and direction to a public which now has a sizeable investment of its resources in education and which is entitled to know how to collect on that investment.

The Governor and the Legislature should join with MACVE and the State Board of Education in supporting greater fiscal flexibility for the post-secondary Vocational Technical Institutes (VTI's). Legislation should be adopted which allows for: more freedom and encouragement for the VTI's to seek non-State funds; retention of the revenue generated by tuition and student fees for program development at the VTI's; and greater operating flexibility within the State budget and purchasing systems.

MARYLAND

The following State Advisory Council Recommendations were submitted to the State Board of Vocational Education on December 22, 1976. These recommendations are based on an analysis of the effectiveness of vocational-technical education programs, services and activities currently being offered throughout the State of Maryland. Prior recommendations requiring continued emphasis relate to guidance, special needs populations, and teacher training.

> The State Board for Vocational Education, State Board for Community Colleges, and Division of Corrections through the State Education Coordinating Council for Correctional Institutions determine the requirements and develop a more comprehensive program for satisfying the need for responsive vocational education programs and facilities in the correctional institutions.
>
> The State Board of Vocational Education establish a policy making vocational education programs and individual courses offered by an institution available to all students desiring to enroll.
>
> The State Boards of Education (State Board of Education and State Board for Higher Education) initiate legislation which would provide for the utilization of available secondary and postsecondary school vocational-technical education resources to serve continuing vocational education needs.
>
> The State Board of Vocational Education conduct a vocational student evaluation program to determine if the State's vocational education system is meeting the needs of students for employability.
>
> The State Board of Vocational Education, State Board for Higher Education, and State Board for Community Colleges expedite the development and implementation of a responsive program for articulation between secondary and postsecondary school vocational-technical education programs.
>
> Each county of the State and Baltimore City shall be required to establish and maintain a Local Advisory Council (LAC) to provide advice on current job needs and on the relevancy of vocational-technical education offerings in meeting these needs.
>
> The State Board of Vocational Education and the State Board for Community Colleges expedite the development and implementation of a placement program for secondary and postsecondary vocational-technical education students. The program must be designed to satisfy the placement needs of students leaving school to enter the work force, and students who remain in school for additional training. Specific milestones for achieving a workable program within a realistic time frame must be established.

The State Board of Vocational Education include information in the State Plan on enrollment in private secondary and postsecondary institutions and specify the extent to which these facilities are being utilized in attaining the objectives of the State Plan.

MASSACHUSETTS

Introduction

The Massachusetts Advisory Council for the past three years has been concerned with three major issues:

lack of access to quality vocational-technical programs, services and facilities by urban students, linguistic minorities, other minorities (blacks), women and those with handicaps;

inadequate attention to planning and lack of responsive, effective planning mechanism and process within the Department of Education; and,

lack of data and research concerning the reasons for the wide variation in the costs of delivering vocational-technical education among different schools and different programs.

These issues are still very much of concern to the Council, and the FY 76 annual report addresses these three major concerns and some less critical issues.

Findings

Relating to lack of access on the part of those with handicaps:

lack of understanding of persons with handicaps;

distorted impressions and prejudicial assumptions as to the potential of individuals who have handicaps; and,

lack of effective linkages among those concerned with delivering services to this population.

Lack of access of linguistic minorities:

adequate bilingual vocational education funds do not appear to be reaching linguistic minority students;

CETA (5% vocational education) funds do not appear to be reaching linguistic minority people to the extent desired;

teacher certification procedures appear to work against hiring vocational education teachers and counselors with limited English speaking ability;

teacher training programs in the Commonwealth are too few to train adequate numbers of teachers to meet the needs of bilingual and bicultural students; and

agencies and communities lack basic knowledge about the role and organization of occupational education, and about the availability and allotment process for federal and state funds for bilingual vocational education.

Lack of access by women (including sex bias, sex stereotyping, and non-traditional program development:

improvement in enrollments and compliance with Title IX and Chapter 622 (state law) has improved, but more must be done;

planning and the planning process;

there is still no formal planning mechanism nor is there an adequate planning process;

educational costs.

The Council has insufficient data to draw conclusions concerning the numbers of students effectively reached and the costs of such programs relative to the number of students served.

Recommendations by Issue (Finding) Area

The Council recommends to the Board of Education:

Regarding access by those with handicaps:

the Board of Education and the Department continue to give top priority to the installation of quality and relevant vocational programs for individuals who are handicapped; and,

the Department of Education in FY 77 and FY 78 provide funds, information, and technical assistance for developing programs, including audio/visual aids, to create a positive image of those with handicaps in the world of work.

Regarding linguistic minority access:

the Department of Education develop an integrated plan of action for: improving access of linguistic minorities to occupational programs and facilities; and, improving the quality and quantity of program availability by a coordinated and integrated effort of all departmental divisions involved in resource allocation;

the Board of Education increase the amount of federal funds allocated to linguistic minority occupational competency and vocational programs;

the Department of Education work closely with teacher training institutions to insure that adequate, quality programs are available to prepare teachers to handle linguistic minority programs; and,

the Department of Education insure the provision of adequate information and technical assistance to expand linguistic minority programs.

Regarding lack of access by women:

the Board of Education continue to give top priority to occupational competency programs, encouraging greater cooperation between those secondary schools being funded and existing vocational schools in the immediate area (district); and,

the Department of Education develop comparative data on numbers of students served and the costs of delivering services to the students under occupational competency grants.

Planning

Based on its findings for FY 76, the Council -- repeating recommendations made in FY 74 -- recommends that:

the Board of Education give priority to developing a comprehensive planning process.

Conclusion

Included in the FY 76 annual report as Part II is a six-year assessment of action taken by the Board and Department of Education on the Council's recommendations up to FY 75. The Council's assessment is that progress has been made: more rapidly in policy leadership and program implementation areas; slowly with respect to planning and research. The Council presents in Part II of the full report an assessment of past actions but makes no specific recommendations.

MICHIGAN

Background

The State has two major goals for vocational-technical education:

to develop human resources through the concept of meeting the needs of the individual; and

to provide skilled manpower congruent with the needs of the highly industrialized state.

Many sub-goals exist to aid in the organization of, and delivery system for, vocational education.

Michigan's delivery system for vocational education has been developed around seven major components:

career development programs for elementary, junior high, and secondary schools;

adoption of performance standards;

state financial support of occupational program;

secondary area vocational centers;

statewide placement and follow-up programs;

alternative means for providing secondary vocational education; and,

coordination and articulation of occupational skills programs.

Although the Michigan SACVE considered many issues important, the Council emphasized the evaluation and assessment of vocational programs, the determination of the status of placement services, and the "state of the art" of professional development as having the highest priorities.

Problems and Priorities

To meet its goal of reviewing the issues with highest priorities, the Council commissioned a two-year assessment project, surveying graduates, instructors, and employers of vocational graduates of area vocational centers and comprehensive high schools. The results of a statewide placement survey were expected at the beginning of FY 77, and the Council planned a survey of the professional development needs of holders of vocational annual authorizations.

During FY 76, vocational education in Detroit became a major issue for many agencies. Much of the discussion grew from the Federal Court decisions on desegregation, many of which involved mandates concerning the methods for extending and financing vocational education in the Detroit Public Schools and the delivery system to be used.

Council public hearings indicated that a majority of the persons attending felt that schools should accpet responsibility for placement of all students; follow-up studies should be done on every graduate and school leaver; construction of area vocational centers should continue to provide greater access by students; vocational education facilities should be available on a year-round basis; and school counselors should have work experience outside of education.

The Council made the following recommendations to the State Board of Education during FY 76:

> the State Advisory Council for Vocational Education recommends that the State Board of Education delegate the financial support of the annual vocational-technical conference to all service areas, not just the vocational-technical education service;
>
> the State Advisory Council for Vocational Education recommends that the State Board of Education, through its vocational-technical education service, limit its vocational professional development funding support of career education programs to those activities of career preparation clearly related to vocational education;
>
> the State Advisory Council for Vocational Education recommends to the State Board of Education that this loss of revenue to vocational education be replaced in the State Aid appropriations;
>
> the State Advisory Council for Vocational Education recommends that the State Board of Education take appropriate action to increase the funds available for vocational education construction projects by advocating with the legislature the appropriation of state funds for vocational education construction;
>
> the State Advisory Council for Vocational Education recommends that the vocational-technical education service of the Michigan Department of Education be directed to review the process of vocational teacher certification, with particular attention to:
>
> > the lack of reciprocity between Michigan teacher training institutions in recommending applicants for vocational certification; and,
> >
> > the status and training needs of persons approved to teach vocational subjects under the annual authorization in Michigan.

The Previous Years

Since the formation of the Council under federal guidelines, recommendations for the improvement of vocational education have been made annually to the State Board of Education. Over the years, the recommendations have frequently dealt with program planning, the image of vocational education, state evaluation of programs, professional development, the disadvantaged/handicapped students, guidance, legislation, and placement.

A recent review of the recommendations showed significant progress by the State Board in implementing many Council recommendations. Among these were the reimbursement for transportation, added area centers, contracted vocational education, increased services for the handicapped and disadvantaged, and development of performance objectives.

Recommendations that have not been accepted, or for which the implementation has been minimal, have involved the need for improved guidance services for vocational education students, increased articulation between adult education and vocational education, particularly in apprenticeship and CETA programs, the need for coordinated placement programs and supportive legislation, the need for increased state funding, and professional development.

A full review of all the recommendations by the Council is expected during the coming year.

MINNESOTA

Setting the Stage

The ultimate objective of the State goals for all levels is to provide all persons desiring vocational education the opportunity to gain a high quality occupational education that will economically benefit both the student and the State. The Council feels that the goals described in the State Plan appear to be general ideals rather than specific objectives designed to serve as useful guidelines. While they are certainly commendable, the Council believes that the goals must also be specific, pertinent, attainable, measurable, and observable.

The three most critical problems faced by the State are:

lack of sufficient funds to meet the vocational needs of the population, both in terms of facilities and programs;

need for increasing the mobility of skilled workers to locations where job vacancies exist; and,

continuance of tuition-free public postsecondary vocational education in AVTI's.

A Look at The Priorities and Problems

To aid in effectively performing its roles of evaluation and communication, the Council --

conducted in-depth studies of sex, race, scholastic background, and economic bias in AVTI's; special needs programs administered by the State Department of Education; the CETA program in Minnesota;

prepared and presented testimony on the role of the State Advisory Council; the proposed adoption of rules of the Board of Teacher Standards and Certification; needs assessment;

held a public hearing to obtain citizen input relevant to the planning, management, and delivery of vocational-technical education in Minnesota; and

hosted the National Bicentennial Conference on Vocational Education.

These activities led to the formulation of the following recommendations.

Recommendations

State Plan - The current State Plan should show the rate of achievement of the goals and objectives stated in the previous year's State Plan.

Special Needs - Mission statements, measurable objectives, a program evaluation system, a central information center, dissemination of information to the general public, a uniform computerized budget program, additional state funding, an interagency coordinating unit, needs assessment, and public dialogue for determining funding allocation priorities should be developed and implemented for all special needs programs and support services administered by the State Department of Education.

CETA - The "local control concept" of prime sponsors and their use of advisory people should be continued. CETA prime sponsors should continue to utilize vocational schools. More emphasis should be placed on the training function of CETA rather than employment. Alternatives should be developed to reduce the dropout rate in schools. Sub-minimum wage opportunities should be made available for employers training CETA clients. The overlap in obtaining information relative to employment needs should be evaluated in terms of some standard cost-effect. Budgets of prime sponsors should be examined to determine whether amounts spent for education and training are consistent with the client demand and long-term needs.

Teacher Standards and Certification - The certification of vocational teachers should be based on some criterion of occupational proficiency. The State Plan for Vocational Education does provide for sufficient work experience preparation, as well as academic preparation. Therefore, the State Plan requirements should continue to serve as the basis for teacher certification.

Needs Assessment - An assessment of the need for vocational education in the State should be made the basis of all planning and funding allocations. Such a needs assessment has been initiated and it is hoped that the results of this study will be utilized in planning vocational education for the State.

MISSISSIPPI

This evaluation has attempted to appraise in part the vocational education program for FY 76. There has been no attempt to present all statistical data available, but an analysis and interpretation of such data was made to determine in what direction programs are moving. It was clearly demonstrated in this evaluation that progress has been made in Mississippi to reach the objectives of vocational education; however, we still have some weaknesses.

It was noted that vocational education placed special emphasis on training the disadvantaged, handicapped, unemployed, and underemployed in the State, as well as regular students. Emphasis was also placed on reaching the dropouts and providing a program to prevent students from becoming dropouts.

Even though present trends show a bright future for vocational education in the State, we must try to overcome the weaknesses which exist. One weakness of prime concern is the lack of sufficient funds to provide adequate facilities, equipment, and instructional personnel to most effectively operate the vocational education programs. There is a definite need for continued emphasis to be placed on research in vocational education to provide new concepts and to evaluate the efficiency of those presently in operation.

Fifteen secondary school districts and five postsecondary institutions were evaluated during FY 76. At the beginning of each evaluation a conference was held with key personnel of the district for the purpose of explaining the objectives of the evaluation. At the end of each evaluation, the same group of key personnel was requested to come back for another meeting where the findings and recommendations were discussed.

Each of the school districts evaluated was visited by a committee composed of representatives from the State Advisory Council, the Research/Curriculum Unit, teacher educators, and vocational education staff members. The evaluation committee spent the necessary time, which was approximately two and one half days, in each district to make a detailed evaluation. As stated above, at the end of each evaluation the school administrators and other key personnel in the school districts were given the findings and recommendations of the committee. These same findings and recommendations were given to the respective state supervisors in carrying out the recommendations of the committee.

It was found that one-hundred percent of the school districts evaluated were making academic and vocational education complementary. Recommendations offered from the evaluated school districts showed that all of the districts could improve their vocational education program by doing better planning and evaluation.

Making a follow-up of students is a rather difficult job in most secondary schools; however, all of the school districts evaluated did an acceptable job of following up students. Funding of vocational education programs reflected student needs and occupational opportunities in all of the school districts evaluated.

Without exception, all the districts that were evaluated were very cooperative, and it is believed that the needs of students will be better served because of the evaluation.

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MISSOURI

The delivery system for vocational education in Missouri has done an excellent job comparatively. There has been a 72% increase in total vocational enrollment since the Amendments of 1968. The number of teachers has increased by 54% over the same time span. With this substantial increase in enrollments and teaching personnel, expenditures have also skyrocketed, increasing about 109%. It is of interest to note that while the federal portion increased from $6 to $12 million, the state and local expenditures increased from $24 to $51 million. Some problems have evolved.

Five critical problems were identified by the Council as deserving of immediate attention. Studies were completed for these areas:

Accurate and Timely Data

The need for accuracy in the management information system continues to be a problem. The magnitude of this problem cannot be minimized. The Student Accounting Component of the Missouri Occupational Training Information System (MOTIS) is not producing usable and accurate information. The system is only partially operational and only a part of the total student population is accounted for. There are no incentives to completion of the input forms. The system is not responsive to the output needs of the users. The operation of the system is fragmented. It appears that there needs to be closer management supervision over the system, contractors, and MOTIS coordinators.

Planning for Vocational Education

Planning must become systematized in order to effect better delivery of vocational education programs, services, and activities. This is not to be confused with the singular act of setting down at a point in time various goals, objectives, and plans of action which become the State Plan for Vocational Education. Planning encompasses many facets including implementation, monitoring, and evaluation, all of which are part and parcel of the operational aspects of the total delivery system. Many management tools must be employed in the interaction between the administering agency and the local education institutions. Even the financing of vocational education must be perceived as a management tool. It should be a means to purchase programs, facilities, and services for human resource development from local educational agencies.

Dropouts from Vocational Education Programs

No real data exists in Missouri which attempts to get at the problem of the dropout from the vocational education program, though much has been written about the dropout in general. As one reviews studies of dropouts of the general curriculum and the so-called college preparatory programs, in many cases it is evident that dropouts of such programs are about as well off as graduates. This is somewhat disconcerting. At the high school level, it amounts to the phenomenon of non-college bound youth in the general or college preparatory curriculum having the choice of either dropping out and having a relatively high chance of becoming unemployed, or graduating and having about the same chance of unemployment.

Equal Opportunity in Vocational Education

In general, it appears that vocational education is available to women as well as men at all levels. Potential students may enroll in any programs which they select. This may not hold true for apprenticeship programs. The selection process, however, has resulted in a sex-stereotyped distribution among programs. Enrollment statistics for reimbursed programs unduplicated counts from all levels for the school year 1974-75 in Missouri show the following: total vocational enrollments, 53% female; total vocational enrollments, excluding consumer homemaking, 38% female; health occupations enrollments, 84% female; office training enrollments, 79% female; occupational home economics enrollments, 76% female; consumer home economics, 87% female. Although it appears that some gains are perhaps being made, the occupational training selected by young women appears to be limited in variety and concentrated in areas with the lowest starting salaries.

Proprietary School Legislation

Vocational education planning must take into account all that is being done. Much is going on in the proprietary sector, but it is going unreported and consequently cannot be taken into account as it should be in the system. This calls for correction. Missouri must regulate proprietary vocational schools.

Therefore, the Council has recommended that:

The State Board of Education adopt as a priority item a commitment to more accurate and timely data through the Missouri Occupational Training Information System (MOTIS) and other sources.

The State Department of Elementary and Secondary Education respond to each recommendation given in the report "Evaluation Study of the Missouri Occupational Training Information System."

The State Department of Elementary and Secondary Education respond to each recommendation in the evaluation, "An Investigation of Dropouts from Vocational-Technical Programs in the State of Missouri."

The State Department of Elementary and Secondary Education exert a systematic effort to make women aware of the range of vocational education courses available to them. Men should also be made aware of occupations which were formerly female oriented.

The State Department of Elementary and Secondary Education give concerted effort to encouraging women to enter non-traditional vocational fields as teachers and administrators to serve as models for students as well as to insure equitable input into policy and administrative decisions.

The State Department of Elementary and Secondary Education institute a standard reporting system on a statewide basis detailing the placement status of all vocational graduates.

The State Department of Elementary and Secondary Education initiate an orientation program for the development of skills in conducting and carrying out pre-employment seminars for secondary and postsecondary youth and adults in Missouri.

The State Department of Elementary and Secondary Education draw up an addendum to the letter of agreement with the Division of Employment and Security which will specify duties and responsibilities of each cooperating agency and will delineate specific annual objectives toward which both agencies agree to work.

Recommendations re-emphasized include:

The State Plan for Vocational Education be made a viable document which outlines the best delivery system possible for providing vocational programs, services, and activities to Missourians needing them.

The Research Coordinating Unit should develop a format for and require the submission of a short prospectus before requiring a full proposal for research projects.

The Department of Elementary and Secondary Education seek to have passed appropriate legislation for proprietary schools offering vocational education in Missouri.

MONTANA

The Seventh annual Montana report consists of two basic segments. Part I is a description of the complex funding system of vocational education in Montana with recommendations from the Council for improvement of the system. Part II reviews the recommendations made by the Council in its Sixth annual report, and comments on action taken on the recommendations.

Part I reviewed the intent and purpose of federal and state law regarding the funding of vocational education and considered this in regard to secondary, postsecondary, adult and special needs vocational education programs. A special research team was retained by the Council to conduct a study: "The Funding Support System for Vocational Edcuation in Montana". From this report and other Council activity and inquiry, the following recommendations were made:

> That a different basis for supporting vocational education be adopted.
>
> That the Board of Public Education establish the role for each type of institution they will support in conducting vocational education.
>
> That a uniform system of accounting for all vocational education funds be implemented.
>
> That state statutes be corrected to eliminate apparent conflicting statutes regarding the use of vocational education funds.

Part II of the report addressed the twelve recommendations of the previous year with specific response from the state vocational office and comments of the Council regarding the action taken upon each recommendation.

NEBRASKA

The format for the Nebraska Council's 1976 Evaluative Report follows the guidelines which were mutually accepted at the Boston NACVE/SACVE Conference in the fall of 1975. The major evaluative issues are listed in the Table of Contents. Preceding each recommendation, which is shown in shaded type, is the related rationale and documentation upon which the recommendation is formulated.

"Goal I: Setting the State" is an introductory section which suggests that vocational training opportunities of the future are shifting more toward the service-oriented industries. The country is moving toward a post-industrial era which emphasizes service to people; this will be the segment of highest employment.

Setting priorities has become an important step in the evaluative process. The Nebraska Council sets priorities for the next annual evaluation after the public hearings are completed in the fall of the year. This year seven major priorities were established and ranked in order as a guide for allocating the Council's evaluative resources.

Also included in Goal I is a recommendation for a stronger legislative voice for vocational education in Nebraska. In spite of the phenomenal vocational education growth since the 1968 Amendments, there are still very restrictive influences. The lack of a stronger legislative voice was identified as a delimiting factor in Nebraska.

Goal II is concerned with vocational education priorities and problems within the state. Item 1 involved the five percent CETA funds which are appropriated by Title I of the Comprehensive Employment and Training Act (CETA). Four recommendations are offered to help maximize the educational value to clients of the program, namely:

> Joint CETA programs involving more than one prime sponsor for more encompassing projects
>
> An endorsement for slotting CETA referrals into on-going educational programs rather than special classes for only CETA students
>
> Increased follow-up for CETA students to determine value of the educational benefits and placement in training related jobs.
>
> Follow-up of dropouts to determine reason in order to reduce frequency.

In Goal II an indepth study of vocational programs for the disadvantaged is reported. The Council contracted for a special consultant who personally interviewed participating school administrators to determine program needs. Five recommendations were developed, based on needs which emerged from the interview process:

Clarification and improved understanding of all programs for the disadvantaged

Consideration of competencies already achieved by teachers in approving teachers for special vocational needs

More explicit communication of teacher certification and endorsement policies

Improved communications to schools which should be providing programs

Increased consultative assistance

Goal III includes "Special Areas with Reference to National Implications." The Council conducted a comprehensive study of vocational enrollment growths, compared with instructional costs, for Nebraska and the six adjoining states. It is difficult to understand how the state of Nebraska could achieve the enrollment growth in vocational programs it has during the past five years with the financing which was provided. State funds are noticeably deficient at the secondary level. The bulk of the financing is left to the local school districts which have definite limitations because of the restricted tax base in most cases. A commitment of increased cost sharing is needed from the Nebraska Legislature.

The rural/urban issue was studied in considerable depth as it applies to the state of Nebraska. There are many students in both the urban and rural areas who are denied the opportunity of a vocational program of their choice. The Council has found that Nebraska's need for vocational program growth exists in both rural and urban areas.

A comparative study of Nebraska and its six adjoining states was made on expenditures for vocational administration, guidance, teacher training, and research. Again, Nebraska has shown discretion in expenditure of funds. Nebraska is generally below the national average and near the bottom in most categories. The Council believes that the lack of funds may be the cause of restricted vocational opportunities in some cases and recommends a greater utilization of administrative and guidance funds to increase general vocational program effectiveness.

An extensive study was made of the vocational course offerings as affected by the Nebraska standards for school accreditation. Emanating from the study were these four recommendations which would strengthen the vocational course offerings through the school accreditation process:

Secondary schools should offer 100 or more credit hours in grades 9-12.

The vocational offering should be distributed in at least three occupational areas.

Schools may contract to meet their vocational offering.

Contracted agreements should be in writing and cover all obligations of both parties.

Also advocated was the multi-district approach for meeting vocational needs in sparsely populated areas where school size would not justify a broadened program offering.

Goal IV is the section in which the Council reviews the extent to which its previous recommendations have received due consideration. There are eight items in which accomplishments were sufficient to justify reporting in this section. Progress was noted in: competency-based teacher preparation for postsecondary teachers; internal coordination of the state plan; progress in implementing the metric system; linkage with apprenticeship programs; analysis of the planning process; relationships between vocational education and CETA; local vocational advisory committees; and vocational student activities. The Council has placed a considerable amount of emphasis upon implementing the recommendations which are made. Accomplishments to date have been quite gratifying.

NEVADA

For the purpose of this evaluation report and for future studies, the definition of vocational education, as prepared by the National Task Force of State Directors of Vocational Education, was utilized as follows:

> Organized educational programs and activities which are directly related to the preparation of individuals for paid or unpaid employment or preparation for a career requiring other than a baccalaureate or advanced degree.

Some of the issues addressed by the Council in the 7th annual evaluation were as follows:

> A recurring issue, over the past few years, has been the felt need to follow federal dollars through the State Department and through the individual school districts in an attempt to assess the efficiency and effectiveness of those dollars being used as allocated.
>
> That a needs assessment and alternative solutions continue to be made of the problems generic to vocational education programs encountered by the rural (and remote rural) school districts as well as urban offerings.
>
> Maximum strength and availability of vocational guidance, counseling with student follow-up is necessary for effective vocational programs.

The major thrust of the 7th annual report was a fiscal analysis of selected representative size school districts (rural, rural remote and urban) and the State Department of Education. The review and analysis was conducted by Alexander Grant & Co., and covered the fiscal year ending June 30, 1975.

In order to acquire the data for this report, numerous interviews were conducted with administrative personnel by representatives from the Council and Alexander Grant & Co.

Financial procedures and data were examined and discussed with individuals responsible for vocational education programming.

The final outcome of the evaluation is reflected in the following summary of recommendations.

> It is recommended that the State Department of Education consider adoption of the U.S. Office of Education's accounting system.
>
> That grant awards to school districts be authorized and paid upon acceptance rather than as a reimbursement after funds have been expended.
>
> Insure that all administrative costs are directly related to vocational education.

Instructional programs are adequately serving basic needs and are cooperatively developing curriculum with Local Advisory Councils (especially in the rural areas).

Vocational education staffing was found to be very well prepared with an abundance of business experience, private involvement and journeyman level experience. The majority of those contacted expressed an active desire and need to have opportunity to upgrade their technical skills as well as their academic needs.

Vocational guidance and counseling and follow-up data on vocational graduates appeared to be a definite problem area, thus the recommendation of additional personnel specifically assigned to maximize the strength and availability of vocational guidance and its integral parts.

NEW HAMPSHIRE

In its 1976 evaluation of the State's vocational education services, the New Hampshire Advisory Council focused its attention on the emerging system of secondary vocational education centers. Twenty comprehensive high schools have been designated as area vocational education centers by the State Board of Education at strategic locations to provide vocational education services throughout the State.

All forces promoting vocational education, including the State Advisory Council, have urged legislative funding for the construction of facilities at the designated vocational centers. The Chairman of the Advisory Council for Vocational Education also served as Chairman of the Site Selection Committee to aid the State Board of Education in the selection process. The Site Selection Committee was charged with the responsibility of prioritizing the order of construction fund awards with available state funds.

Students, parents, administrators and the public have responded to problems arising in the establishment of a secondary area vocational education system.

Through its 1976 recommendations to the State Board of Education, the Advisory Council has attempted to bring about the necessary state-funded construction and improvement in the developing secondary vocational education system of the State.

NEW JERSEY

The 7th annual evaluation report of the New Jersey SACVE summarizes the Council's 1975 and 1976 activities; discusses the capability and potential for vocational education of manpower training by business and industry; describes the development of procedures for assessing the activities of the Division of Vocational Education; makes specific recommendations concerning the Newark Center for Occupational Experimentation and Demonstration, (project COED); and gives a special report on career programs within the New Jersey two and four-year colleges.

Evaluation of the attainment of State Plan objectives -- The Division of Vocational Education is moving towards the development of a formal evaluation mechanism as recommended by the Council in 1975. An evaluation model is in the process of being tested by several LEAs.

Manpower training -- The Council has completed Phase One of a three-phase study of manpower training delivery systems. This included those skill and craft programs which are available through private business, industry, and labor. Phase Two, now in progress, covers CETA sponsored programs and the military. Recommendations of the Council based on the findings in Phase One include: broadening the membership of County Career Coordinating Councils to include representation from private schools, business, industry, union personnel, and CETA; stimulating of county level forums through cooperative efforts of Departments of Education and Labor with Coordinating Councils; and in-depth examination of possible under-utilization of employee educational training benefits.

Project COED -- The Council considers that a real danger continues to exist that the original concept of the Center for Occupational Experimentation and Demonstration as a research and development facility is being eroded. This concept should be strengthened and identified as the primary function of the Center. The purely instructional function is more productively exercised by an Area Vocational Technical School.

NEW MEXICO

The New Mexico Advisory Council on Vocational-Technical Education includes in its 7th annual evaluation report the following topics:

Statistical overview

This chapter includes data on enrollments, expenditures and other related information on vocational programs at all levels of instruction.

Major areas of concern

Needs are discussed and recommendations formulated for:

improvement in vocational education at the high school level;

coordination of manpower and vocational education programs;

development of vocational education programs in correctional institutions;

meeting the vocational education needs of rural Native Americans;

comprehensive legislation for postsecondary vocational education; and

elimination of sex stereotypical training/hiring practices.

NEW YORK

The Council's recommendations focus on the State Plan and Career Education, two areas to which the Council devoted much of its attention in fiscal year 1976. These two areas are of equal importance to the Council. Within each area, recommendations are listed in priority order.

State Plan - Planning

As the official document describing priorities and programs for vocational education in the State, the State Plan is of great concern to the Council.

The Council recommends that the State Education Department (SED):

Produce a mini-State Plan for Vocational Education to be distributed throughout the State and nation.

Furnish all local advisory councils with an annual account of the disbursement of Vocational Education Act funds by geographical planning region, identifying agencies and dollar amounts.

Career Education

The career education concept has the potential to help people understand and experience a wide range of possibly fruitful careers. The following nine recommendations, condensed from 16 in the full report, resulted from a 1975-76 Council-sponsored study of career education in New York State (NYS). They serve to guide the work of the federally-funded NYS Consortium for Career Education, the development of a NYS Plan for Career Education, and the distribution of information from previously funded VEA career education projects.

The Council recommends that the State Education Department:

Develop a model with guidelines for a career education program touching all subjects from K-12. The model should address such concepts as progression of learning, relation of career education to academic and vocational subjects, infusion versus separation modes of providing career education, clustering of careers, needs of special populations, guidance, and the role of non-educators.

Train staff to implement the model in their areas of specialization.

Survey all NYS local education agencies and many out-of-state agencies to identify and select existing components suited to the model, to determine which new components need to be developed, and to assess the readiness of LEAs to assist in development of the model.

Use the 1976-77 Consortium LEAs as demonstration sites to benefit other school districts.

Train members of the Career Education Support Team as to how their SED units can advance career education.

Make the SED Office of General Education and Curricular Services responsible for administering all Federal and State career education funds.

Divide career education funds between the Regents Research Fund and one outside agency, e.g. BOCES, which agency will establish a Career Education Management Center, employing career-education specialist(s) and contracting for services as needed.

Thoroughly investigate and consider disseminating Experience Based Career Education, developed by National Institute of Education and USOE.

Review and complete action on the Council's past recommendations on career education.

NORTH CAROLINA

The North Caroline Council's 1976 annual report contains a single recommendation -- that the State Board develop an overall policy for vocational education. The recommendation stems from the Council's belief that vocational education in North Carolina should be a state function, of equal importance with all other state functions and that it should be guided by "a definite course of action, selected from among alternatives, in light of given conditions, to guide . . . decisions." (1976 Annual Report, p.3)

Present lack of such a policy

The Council took the position that operating policy and state funding procedures for vocational education have developed as an accommodation to the laws and regulations that govern federal assistance, and that they have not kept pace with the state's needs. Under this system, the program of vocational studies in the public schools, as well as major "support" systems such as vocational teacher education have broken down.

Other groups have recommended the same thing

The Council pointed out that two major studies in the last eight years have also called for policy -- the Report of the Governor's Study Commission on the Public Schools (1968), and a study of school finance done by the Fiscal Research Division of the General Assembly in 1975. Both reports cite specific instances in which confusion or inefficiency in fiscal affairs resulted from lack of workable policy.

Availability of timely information

The Council expressed the viewpoint that now is a particularly opportune time to develop policy because of several timely events and/or reports: the Educational Amendments of 1976; a State legislative commission established to study North Carolina school laws; a similar commission on the relationship between the public school system and the community college system; a "Blue Ribbon" Commission to study the future of the Community College System; a Long-Range Plan developed by the Board of Governors of the University System, and the hearings which are underway to rewrite the Comprehensive Employment and Training Act.

Four "essential components" of a vocational education policy were suggested in the report: a statement of philosophy; a definition of what vocational education under the policy will be; a delivery system; and suitable provision for students with special needs.

NORTH DAKOTA

Four assessment committees of the North Dakota SACVE prepared Part 2 of the 7th annual report. This covered an evaluation of the degree of accomplishment of the goals and objectives of the State Plan for FY 1976; a review of the recommendations made in the 1975 annual report with an indication of the degree of response and course of action taken by the State Board for Vocational Education; and a review of five areas of special concern with relevance to national implications for vocational education. Data are given for outcomes sought and actual attainment for each of the objectives of the State Plan goals with evaluative conclusions by the assessment committees.

In the review of the recommendations of the 1975 report, each recommendation is followed by a statement concerning State Board action/response and by an evaluative response from SACVE. The section concludes with a summarizing chart displaying recommendations from 1971 to 1975 by category and by action taken.

The five areas having national implications reviewed by assessment committee four were analyzed according to the following: most significant developments in North Dakota since 1970; areas of concern; related current State Board for Vocational Education goals and objectives.

Part 3 of the report lists SACVE recommendations for 1977 with a rationale for each. These are related to: coordinated approach to postsecondary program implementation; vocational education cost effectiveness system; comprehensive public information program; responding to special needs; utilization of local advisory committees; and master plan for vocational teacher education.

Part 4 lists activities of the Council and also of individual Council members in the interest of vocational education. Details are given for SACVE public forums and for a survey to determine employer satisfaction with vocational graduate skills.

The report concludes with a check-list inviting reader response to content and format.

OHIO

Recommendations

The Council, in six recommendations for fiscal 1977, stresses:

improvement in placement programs;

greater recognition of skills gained in vocational education at job entry levels by labor unions;

need for administration of vocational education programs by same agency that makes policy and funds programs;

need for funds for replacement of equipment used in vocational education;

greater emphasis in competency testing of vocational education students; and

improvements in use of labor market information.

Recommendations for fiscal 1976 also were restated with brief descriptions of actions taken by the State Board of Education with respect to each of them.

Commendations

The Council commended the State Board of Education, the Ohio General Assembly, and governors who have served during the last ten years, for the excellent programs in vocational education in the state. Major areas emphasized were:

massive expansion in necessary physical and human resources;

improvements in vocational education through curriculum;

an outstanding evaluation system;

the eleven objectives toward which the system strives to provide the best education possible to prepare students for the world of work;

Ohio's record for effective placement of graduates; and

how the financial resources available from all sources have been directed toward highly significant vocational education programs.

Concerns

As the Council reviews the progress during recent years, of Ohio's vocational education thrusts, it expressed concerns about the following:

a view that the "GAO Report on Vocational Education" overlooks the very significant increases of state and local funding for vocational education and fails to recognize the importance of local administration in expanding programs of vocational education;

the continuing needs for financial support for facility expansion and renovation, equipment replacement, and program operation and expansion;

lack of development of adequate local advisory committees;

insufficient support for vocational education directed toward disadvantaged and handicapped students in Ohio;

inadequate support for vocational education in correctional institutions; and

failure in many vocational schools to develop youth organizations in a more effective manner.

Research and Publications

The Council lists recent Council publications and provides a brief digest of the subject matter involved in them.

OKLAHOMA

Recommendations of the 7th annual evaluation report include:

In addition to continuing a student follow-up on course completers, through employment information, comments from graduates and their employers on quality of vocational training, more evaluation was suggested by checking the number of completers whose skill attained that needed for certification where such certification is required. Or, in non-certificated areas, numbers who reached potential envisioned in curriculum.

On use and greater development of local advisory councils, that instead of trying to deal from state level with more than 400 single local councils, a regional basis be used serving the 11 state sub-state planning regions, reducing travel. This ties in economic development with education and better common interest. Charts showed a breakdown of counties in each region with numbers of existing programs.

That the traditional state aid of $2.500 for each vocational program be doubled to $5.000 because of increasing costs. The figure has not been changed since 1926. Only additional outside money to districts is $125 per month teacher reimbursement from the State Department of Vocational-Technical Education. The basic grant comes from the State Department of Education.

The report showed also what has happened to 44 council recommendations made during the past six years.

Shown was a report on accomplishments of the State Vo-Tech Department on its 17 stated goals and 56 objectives made prior to the past academic year. Actually the tally is very good.

Included in the report was information on blank spots in the state where local districts do not have access to an area school. Counties thus neglected, with a breakdown on programs offered in them, were shown.

The council's major project was a study on vocational education problems of the state's two major urban centers, Oklahoma City and Tulsa, done on a joint proposal of Oklahoma State University and the Center at Ohio State University. Data was gathered by an Oklahoma team with analysis and recommendations from Ohio State [illegible]ffset any feeling of non-objectivity.

OREGON

The following recommendations are based on data collected in the Assessment of Vocational Education for Secondary School Students Who are Disadvantaged or Handicapped (D/H) and the conclusions drawn from those data. The recommendations relative specifically to D/H persons are listed first, then a list of recommendations relative to all secondary schools students, including D/H persons, is presented.

Recommendations Relative Specifically to D/H Persons

It is recommended that:

The State Board of Education develop and disseminate operational definitions for "vocational education", "disadvantaged persons", "handicapped persons" and "mainstreaming" and assist school districts in applying them.

The State Board of Education assist each local education agency to establish and maintain deliberate and systematic identification procedures for D/H persons including identification criteria so that all students who cannot succeed in a regular vocational education program are provided the special assistance to do so.

The State Board of Education identify and disseminate information to every local education agency about successful delivery systems that will assist local districts in developing systems for delivery of vocational education to D/H students based on local needs and capabilities.

In their applications for vocational funds, school districts describe their identification procedures and D/H population and specify how they will serve that population.

The State Board of Education develop a plan for improving coordination and communication among its Vocational Education, Special Education and Priority Support Staffs to plan and coordinate vocational education services for Disadvantaged and Handicapped youth.

The State Board of Education conduct statewide or large regional workshops to train trainers in vocational education for D/H students, i.e., to train IED staff (upon whom local schools depend heavily for D/H services) and local school district special education or other staff who would, in turn, train vocational education staff at the local level or in small regional workshops around the state. The cadre concept be applied as it has been in other areas to prepare teachers for working with D/H youth.

The State Board of Education provide technical assistance and leadership in the form of staff development for personnel who are to work with D/H youth in vocational education programs.

The State Board of Education provide leadership and funding to prepare and disseminate to LEAs a directory of persons, in and out of State, whose time can be purchased to provide inservice training in vocational education for D/H youth for high school teachers and administrators -- a directory of this kind to include the resource persons who can assist local education agencies to write proposals to the state or Federal government for grants (Small high schools may particularly need help with paper work as evidenced by the fact that only half the schools with under 500 ADM responded to the questionnaires used in this assessment while over two-thirds of the schools with 500 ADM or over responded.).

The State Board of Education develop and disseminate to local education agencies a document describing apparently successful practices with disadvantaged and handicapped persons in vocational education in such a way that other districts may consider adopting or adapting those practices. Distribution of the document should include the Oregon Task Force on Special Education which is assisting the State Board of Education with implementing P.L. 94-142 *Education For All Handicapped Children Act* of 1975.

The State Board of Education encourage and provide guidelines for local education agencies forming consortia under ORS 190.010 *Authority of Local Governments To Make Intergovernmental Agreements* to apply for, receive and utilize federal funds for vocational D/H projects.

The State Board of Education develop and disseminate to local education agencies exemplary evaluation designs for programs for disadvantaged and handicapped persons in vocational education, these to include student performance objectives and indicators and evaluative procedures.

The State Board of Education develop and disseminate to local education agencies, information on successful and unsuccessful practices relative to vocational education programs for disadvantaged and handicapped students and include information as to why the programs were successful or unsuccessful.

The State Board of Education identify and disseminate to local education agencies apparently successful employer orientation plans and procedures for use in developing work stations and placing D/H students in work experience programs.

Recommendations Relative To All Secondary School Students, Including D/H Persons

It is recommended that:

The State Board of Education assume, relative to all high school youth including D/H youth, a prominent leadership role in assisting every local education agency in Oregon to reassess and improve occupational cluster and other vocational education programs and services complementary to local business and industry.

The State Board of Education include work-experience, performance curricula and use of community resources in vocational education programs to help students, particularly D/H youth, find and keep a job and realize the potential of a career in the occupation of their choice.

The State Board of Education encourage local education agencies to form consortia relationships with other local education agencies to coordinate their vocational education programs with the business and industry of the immediate area.

The State Department of Education review how career education competencies are meeting career education requirements and career exploration needs of each student.

The State Board of Education identify and disseminate to each local education agency in Oregon information about successful career exploration and occupational course programs.

The State Board of Education review the Department of Education's role in CETA to determine to what extent the State of Oregon is meeting its education obligations and responsibilities required by Title I, Section 112 of P.L. 93-567 Comprehensive Employment and Training Act.

The State Board of Education direct the Department of Education to evaluate the breadth and depth of arrangement between local education agencies and the seven prime sponsors to determine provisions of and work study opportunities to the CETA target group. A subsequent report be prepared which will inform relative to where and how need is met, and where and why need is not met, and which will include among its findings a list of recommendations to redress any ommissions in delivery.

The State Department's report on arrangements between local education agencies and the State Board of Education with CETA be sent to the Governor, the Oregon Legislative Assembly, the State Board of Education, the seven prime sponsors and the State Advisory Council on Career and Vocational Education -- this report to be ready by September 1, 1977, for discussion and resolution of recommendations made in the Department's report.

Within the State Department of Education, a member of the Vocational Education Section be assigned to work closely with a member of the Priority Support Section to prepare and disseminate guidelines to LEAs for implementing ORS 659.150-659.155 prohibiting Discrimination In Education, paying particular attention to work experience programs.

The State Board of Education make every effort to seek funds to be allocated to carry out the recommendations in this report.

PENNSYLVANIA

The annual report of the Pennsylvania State Advisory Council on Vocational Education reviewed the activities sponsored by the Council, including a public forum of educators, businessmen, industrialists, labor leaders, and Council members; a labor-educator exchange conference on vocational education; public meetings; and staff research. The report also contained an evaluation of the results of Council's 1975 recommendations, and presented its new recommendations to the State Board of Education.

Forum II brought together 100 vocational educators to discuss measures that, if adopted, would aid the cause of vocational education. Agreement was secured on a number of resolutions, including the need for implementation of full job counseling; improvement in the process of securing and disseminating job information; improving the planning process, including linking more closely together plans made at the state and local level; developing local advisory councils; and integrating more closely industrial arts into the total educational experience. A highlight of the conference was the address of Lieutenant Governor Ernest Kline.

Twenty-six representatives of vocational education, labor and a higher education faculty met at The Pennsylvania State University to discuss matters of mutual interest. The highlights of the recommendations developed from the talks were: there should be closer cooperation between representatives of organized labor and vocational educators; work release programs should be approached with caution; training assignments in cooperative vocational education should be tailored to the individual student; vocational counselors should be exposed more frequently to the world of work; skills of vocational curriculums should be subject to constant modification to meet changing job market situations.

Public meetings across the state continued to serve as a major source of information for the Advisory Council. Major topics of discussion were coordination of programs, funding, community involvement, and planning.

A staff review of vocational education at eight correctional institutions was reported. While noting some advancements in the educational programs at the institutions, it was clear that a number of problems remained. Among them were the lack of variety in curriculums; inadequate job placement after release; and insufficient evaluation. The Department of Education recently assumed a larger role in the area of corrections education, and improvements in vocational education are expected to be one product of this development.

The Advisory Council attempted to assess the extent of the impact of its past recommendations on the educational system in the Commonwealth, and was somewhat disappointed in being unable to determine the exact response. A frank reassessment of the process was undertaken, which revealed that: it was unclear to whom the recommendations were addressed; the recommendations were frequently couched in such general terms so as to make impossible any attempt to measure responsiveness; and Council's recommendations were not always distinguished from those of other groups which participated in conferences and meetings sponsored by the Advisory Council. (This review prompted Council to revise its procedures for formulating recommendations for 1977.)

Recommendations for 1976 focused on assuring the soundness of cooperative vocational education programs, strengthening career education, and forging closer ties between the private sector and vocational education.

PUERTO RICO

The Puerto Rico Advisory Council on Vocational and Technical Education emphasizes in its 7th annual evaluation report three areas which were given special attention by the Vocational Technical Education Board in 1975-76.

Curriculum material development -- Because of continuing industrial development, curriculum materials need periodic revision. There is need for a systematic procedure for utilizing feedback in the form of teacher reactions to revisions, and for general improvement in communication between teachers and curriculum technicians. All personnel should be aware of the priorities in the development and reproduction of curriculum materials. Codification of modules should be developed to reduce unnecessary duplication of modules for tasks common to several occupations. The distribution system of curriculum materials to the area schools needs improvement.

New administrative concept for the Area Vocational School -- The Council is in full agreement with the Board's recommendation to classify the position of the Director of the Area Vocational School as an Assistant Regional Director. This will facilitate better communication between vocational technical programs and the various components of the Department of Education. The Area School concept permits better use of human and economic resources.

Student training in industry third phase -- The third phase of the industrial training project has been fully accepted by both employers and students. It offers area vocational school students work experience that completes and reinforces what they are being taught in the classroom. The Council recommends that additional funding be sought to reduce the vocational coordinator's work load as well as to increase the number of students participating in the project.

The Council also urges that problems impairing the usefulness of the Management Information System (MIS) be given immediate attention. The Council understands that MIS computer problems are holding up the implementation of some of last year's recommendations. Two suggestions that might solve the problem are:

buying computer time from private or public agencies;

installing a computer terminal synchronized with the DE computer center for exclusive use of the VTE program.

The Council recommends that efforts should be made to have all area schools use the PERT system during 1977-78 and that PERT charts already in use be revised to determine outcomes of programs in terms of identified functions.

Enrollment data cited in the report show a total of 180,320. Although this is 8.13% higher than for 1974-75, it is still 8.39% lower than the enrollment for 1973-74, which was 196,841. This decrease may be due to economic constraints or it may be that the planned enrollment was too ambitious to start with.

RHODE ISLAND

Access to Vocational Education

In 1976 there were fewer Rholde Island public senior high school students enrolled in vocational education programs leading to jobs as compared with the previous year. The number enrolled in such programs, excluding consumer and homemaking and special programs, dropped from 13,861 in 1975 and to 13,200 in 1976. In view of this decline, the need to improve opportunities for vocational education becomes even more critical.

The Council commends the Board of Regents, the State Department of Education, and the Department's Bureau of Vocational Education for taking the following positive steps in 1975 toward improving access to vocational education:

> adopting the SACVE's recommendation of a goal that by the year 1980, at least 60% of the public senior high school students in the state should have the opportunity to enroll in vocational education programs leading to jobs;
>
> expanding the skill center method of providing vocational education in those area vocational-technical facilities where it is feasible and desired by the participating communities;
>
> expanding cooperative education for both youths and adults;
>
> instituting satellite programs through the area vocational-technical facilities to provide for "off campus" vocational education experience for those unable or unwilling to enroll in the area facility itself; and
>
> establishing the Permanent Task Force on the Area Vocational-Technical Facilities.

The approaches to improving access to vocational education have not yet been given adequate attention, however. They are: the development of post-secondary certificate programs and the conversion of unused school facilities to vocational education purpose.

In view of the rapidly changing job market in Rhode Island it would appear that the demand for certificate programs in the state would be great. There is apparently no shortage of skilled instructors or training facilities. Furthermore, the flexible scheduling enabled by certificate programs would seem to contribute to greater utilization of such facilities. But despite these facts and despite the Regents' May, 1975 endorsement of certificate programs, they were not implemented in public institutions during the period covered by this report.

In its last report, "Learning for Work-1975", the Council noted the decline in the school population and the resultant under-utilization of school facilities. It suggested that some of this unused school space might be converted to vocational education teaching stations and, consequently, it recommended that a feasibility study be conducted.

Since the Council's report was issued, Public Law 94-482 was enacted. That Act provides for federal funding support of such conversions. This was a provision the Council had urged the Congress to adopt.

In 1976, no action was taken on the feasibility study. The Bureau of Vocational Education was not fully staffed and research projects were, as a result, somewhat limited. It is expected, however, that there will be staff available for such a project in 1977.

Recommendations

That the Bureau of Vocational Education of the State Department of Education --

Establish postsecondary certificate programs -- in cooperation with Rhode Island Junior College, the CETA prime sponsors and employers -- making use of technical facilities, the Ocean State Training Center and the other available facilities. Such programs should reflect immediate and imminent employer and student needs, and should be flexibile in terms of time, place, and duration of offerings.

Survey public school facilities throughout the state to determine the amount of unused space caused by a declining student population; study the feasibility of converting such space to vocational education purposes; and present appropriate findings and recommendations to the Board of Regents by December 31, 1977.

Continue to give emphasis to the work of the Permanent Task Force on Area Vocational-Technical Facilities.

Funding of Vocational Education

In May, 1975, the Rhode Island Board of Regents for Education agreed to provide, within the statewide funding plan for elementary and secondary education, pupil weighting categories for both prevocational and vocational education programs. That funding plan consists of a system of reimbursements to local school systems for expenditures made in the previous school year. The percent of reimbursement to each school district is determined by a state aid formula that takes into consideration relative community wealth and school enrollments. Consequently, the present state aid formula does not provide for the dedication of state funds for vocational education programs.

In the 1976 session of the General Assembly a Board of Regents sponsored bill was introduced that would change the statewide funding plan by substituting a weighted pupil basis for the reimbursement approach. This kind of change would permit the Regents' policy on vocational education to be implemented. However, the bill has not yet passed. It is being studied by a legislative Commission.

Recommendation

That the Board of Regents continue to support legislation that would change the state aid to education formula and allow the dedication of state aid for vocational education programs.

SOUTH CAROLINA

The 1976 evaluation report of the South Caroline SACVE includes a listing of commendations and recommendations for the State Board for Vocational Education and the State Board for Technical and Comprehensive Education. These are directed towards:

certification requirements for counselors;

financial incentives for encouraging instruction in alternate energy sources (solar and others);

dissemination of instructional material previously developed;

development of a State Plan for Technical Education;

administrative procedures for conservation of energy; and

increase of relative proportion of expenditures for instructional purposes.

Topics discussed include:

trends in enrollments and programs in technical and vocational education;

completion of the study, Adequacy of Programs and Services;

counseling and guidance;

teacher supply and demand;

comments on articulation, on the impact of federal support and on discrimination and bias; and

rationale for programs related to solar energy.

The report concludes with a discussion of the response of the State Board to the 1975 SACVE recommendations.

SOUTH DAKOTA

The South Dakota Advisory Council on Vocational-Technical Education 1976 evaluation report addressed five areas: summary and commentary on a "benefit/cost" study of postsecondary vocational education in South Dakota; comparison of actual programs implemented by the Division of Vocational Education to those planned in the State Plan for FY 1976 -- Part II, Table 3; commentary on the progress of the Division of Vocational Education's implementation of 1974 evaluation report recommendation; summary of employer interview findings; and recommendations.

Benefit/Cost Study -- The study was conducted by the Department of Economics at the University of South Dakota, financed by a grant from the Advisory Council. It was an attempt to quantify some of the benefits returned to South Dakota for the cost it incurred in conducting postsecondary vocational education. The entire study was reproduced in the evaluation report.

The study used the earnings of a high school graduate as a base of comparison, and there was no data available to estimate the added earnings gained from secondary vocational education. The study attempted to approximate the additional goods and services returned for the monies expended to conduct postsecondary vocational education in South Dakota for the Fisal Year 1976.

A 23% rate of return was estimated from vocational education. This figure does not include the intangible benefits of vocationally trained workers. The study reinforced the argument that vocational education pays off for everyone.

State Plan/Director's Report Comparison -- This section of the report was an attempt to compare the actual programs in operation for the year with those projected in the State plan. In almost every instance where a program was not implemented, the cause was lack of State funding.

Craft Committee Recommendation -- This section was an attempt to follow-up on a 1974 recommendation, "That the Board of Vocational Education adopt a policy and make the necessary regulations to require all postsecondary vocational programs to have an annual craft-committee review of the curriculum taught thereby." It was found that all programs had a craft committee although some were inactive. The new Federal regulations requiring advisory Councils on the local level should aid the rapid implementation of this recommendation.

Employers' Interviews -- The Advisory Council staff met face-to-face with a selected number of South Dakota employers and followed this with a limited questionnaire mailing throughout the State. Findings showed that employers are concerned about the attitude students develop toward their jobs. They also expressed their concerns regarding guidance and counseling at all educational levels, the need for specialization and up-dating in existing programs, and the occupational areas that need greater attention.

Recommendations -- The 1976 recommendations were primarly a restatement of previously published recommendations:

> "The Advisory Council again recommends that the Board of Vocational Education adopt a policy of an annual craft-committee

review of the curriculum taught in all vocational education programs."

"The Board of Vocational Education should seek appropriate legislative and administrative authority to enable it to fund, at its descretion, at least five vocational training programs within a given fiscal year."

"The Advisory Council again recommends that the Board of Vocational Education include a budget request for funds to be used for public information projects designed to increase the visibility and availability of vocational education programs within South Dakota."

TENNESSEE

The 1976 annual evaluation report of the Tennessee State Advisory Council for Vocational Education is the seventh such report of the Council, and represents a year's study by the Council. During the year, the Council has made firsthand observations in a number of vocational institutions within the state, participated in forums and public hearings on vocational education and studied reports from these hearing, heard reports from members of the state staff for vocational education, had certain studies made, studied the State Plan for Vocational Education, participated in conferences and workshops, and listened to both recommendations and suggestions for the improvement of vocational education in Tennessee. This report has been prepared based on the evidence and impressions gained this year.

The State Advisory Council recommends:

That the State Board for Vocational Education continue to develop and implement programs to assist school districts to effectively utilize lay advisory committees for the purpose of advising their respective boards on the development, operation and evaluation of programs.

That the State Board for Vocational Education encourage each local school board to establish and maintain job placement and followup services for students graduating or leaving the public school system. This will include comprehensive high schools and vocational centers that have programs under the administration of local school boards.

That the Division of Vocational Education develop a plan whereby all new trade and industry teachers entering the secondary and postsecondary programs will have an opportunity to meet certification requirements as well as pursue an associate degree and/or baccalaureate degree in Vocational Education.

That Section 3.13-1 on page 38 of Part I of the State Plan for Vocational Education be changed to define mentally retarded citizens instead of only educably mentally retarded citizens.

That all barriers in Tennessee which may prevent the full participation in vocational-technical education by all interested citizens be removed.

That the State Board upgrade the pay scale of Area School personnel to keep them in line with the pay scale of local public schools.

That the State Department of Education annually review manpower projections prior to the initiation of vocational education planning for the next fiscal year and pinpoint priorities on the basis of manpower needs which are to be used as a reference for planning.

That criteria be developed for justifying ongoing programs.

That the State Board for Vocational Education concentrate its efforts on improvement of instruction. These efforts should be concentrated in the areas of: evaluation of ongoing programs; curriculum development; and teacher education.

TEXAS

The seventh annual report of the Texas SACVE is submitted in two parts. Part I gives statistics, general information, goals directed towards the year 1985, and Council recommendations submitted to the State Board in June 1976. These recommendations were related to:

adult education;

bilingual services;

priority for populations in greatest need;

development and administration of the State Plan;

personnel development;

exploratory occupational programs;

relations with proprietary schools;

vocational education research;

state board meetings;

apprenticeship training;

serving the handicapped; and

serving the disadvantaged.

Part II includes a section on evaluation developed to meet certain criteria.

These are that evaluation should focus on:

the State's goals and priorities as set forth in the State Plan;

the effectiveness with which manpower and its needs are served;

the extent to which Council recommendations have received consideration.

This part includes also summaries of studies and projects with a topical index to Council recommendations 1970-76.

TRUST TERRITORY OF THE PACIFIC ISLANDS

The Trust Territory SACVE report is organized in three parts. Part I includes: a description of the delivery system of vocational education within the Territorial Department of Education; a brief statement on State Plan goals; and a detailed discussion of Council goals with the explanation that they closely resemble the State Plan goals, which are considered too lengthy for inclusion. Outcomes are described for Council goals which are stated as follows:

> To foster the development of vocational education programs for students who cannot enter or complete high school due to a lack of school facilities.
>
> To promote training for vocational counselors for next year for a minimum goal of one vocational counselor for each district.
>
> To develop a relevant vocational curriculum for outside district schools.
>
> To study and re-evaluate teacher training for vocational education teachers.
>
> To establish standards for student performance in vocational education.

Part II covers use and allocation of resources (federal, state, and local) toward resolving problems and in support of priorities; areas of research/studies undertaken by the Council; hearings held by the Council with findings and recommendations; and overall conclusions with recommendations.

Part III covers the Council activities for the year and gives Council membership and committee structure information.

UTAH

A poll conducted for the Salt Lake Tribune in November, 1976, shows that Utahns place a high priority on vocational education. Of the people surveyed, 97 percent stated that a trade school education is more important today than it was 15 years ago. Only 42 percent stated that a college education is more important today.

Job Service estimates that there will be almost 50,000 new and replacement jobs each year between now and 1981. Most of these jobs (96 percent) will be in the area for which vocational education prepares people. The projected job growth for the next few years will be the highest in recent Utah history.

Job opportunities for vocationally prepared people are excellent. In fact, there is a substantial shortage of skilled people as compared to the number of jobs available. A comparison of the vocational completions with the projected annual job opportunities shows that there will be more job opportunities than there will be vocational completers. The completers include secondary, postsecondary and adult students, and many of these, especially the secondary students, will not be available for the job market.

An employer needs survey conducted by the Advisory Council during November and December, 1976, shows that many Utah employers had unfilled job openings because they could not locate a sufficient number of qualified applicants. Also, 15 percent of the employers surveyed indicated they had to hire employees from out of state, because they could not locate a sufficient number of locally trained people. Further, employers state that most of their job openings during the next one to three years will be in the vocational area.

Data from the annual report of the State Board for Vocational Education shows that high school vocational enrollments are increasing, while post-secondary and adult enrollments have virtually stabilized. Some of the apparent stabilization in the postsecondary and adult enrollments may be a result of inaccuracies in the data report for prior years.

Data from the Board of Regents concerning enrollments at the nine postsecondary institutions and data from the State Board for Vocational Education concerning the skills centers and the area centers shows that vocational enrollments continue to grow, while total postsecondary enrollments are actually decreasing. Most of the growth in vocational enrollments during the past few years has been at the two technical colleges, but vocational enrollments are also up at almost every postsecondary institution.

A comparison of expenditures for instruction costs at the postsecondary level with employment opportunities shows that funds spent for vocational education lag substantially behind funds spent for professional education and liberal arts education. During the 1976-77 school year, we will spend $9.1 million to prepare people for the replacement needs in the vocational area where we have 84,230 people employed. We will spend $32.8 million for the replacement needs in the professional area where we have 65,255 people employed.

Instructional dollars spent for postsecondary vocational education are increasing slightly, but not enough to meet the needs. At the present time, 15.1 percent of the expenditures for instruction costs at the postsecondary institutions is going toward vocational education. This compares with 54.4 percent going toward preparing professional people and 30.5 percent going toward the liberal arts. Progress is being made, and the 15.1 percent this year compares with 10.1 percent five years ago.

The State Board for Vocational Education, in their annual report, show that funds for vocational education at the secondary level decreased substantially this year (1975-76) over the prior year. Federal funds, state earmarked expenditures and local-regular expenditures all show a decrease. There may be a reporting problem involved, since it is difficult to reconcile the decrease in expenditures for vocational education at the secondary level at the same time that secondary enrollments are increasing.

An on-site survey of seven high schools shows that vocational education comprises a substantial part of the curriculum. There seems to be a strong commitment toward vocational education among high school principals and faculty members, as well as district administrators. School officials recognize that students are going to work as they leave high school, and they recognize the need to provide them with skills with which they can obtain satisfying employment. At some of the schools, there is a stronger commitment toward vocational education than at others.

The vocational enrollments, or the number of students taking at least one vocational class, excluding home economics, useful, varied from 15 to 42 percent at the seven schools. The number of co-op students, those working in formal, school-sponsored work locations related to their vocational classes, varied from 4 to 12 percent. From 18 to 50 percent of the total faculty at each of the schools were teaching vocational or pre-vocational classes. Of the class offerings, 24 to 51 percent were vocational or pre-vocational. The vocational and pre-vocational duplicated enrollments varied from 15 to 28 percent of the total duplicated enrollments.

Of the 1,548 vocational students who completed a short questionnaire concerning their current employment status and their plans upon completion of high school, 14 percent were working in a job directly related to their vocational classes. There were 36 percent working in a non-related job.

Thirty-four percent of the vocational students surveyed were taking classes which matched their career goal. The remainder had goals not related to their current vocational class schedule.

Concerning their plans upon completion of high school, 59 percent indicated a desire to go on to further schooling, 28 percent planned to work full-time, 7 percent were undecided and 6 percent planned to get married and not work, go on a mission, enter the military, etc.

VERMONT

The seventh annual report of the Vermont SACVE addressed two topics. Part I -- How Effective is Vocational Education in Meeting Labor Market Requirements reports the procedures and results of a questionnaire survey of area center directors and employers. Findings are generally favorable and lead to recommendations that the State Board:

promote means which would bring about teacher involvement and participation in state professional associations;

encourage and implement other means to increase publicity about vocational education programs;

take a more active role in promoting local advisory committee activity;

assign to the Division of Vocational and Technical Education the responsibility to provide state-wide labor market survey results as a basis of information for local districts in making decisions on program development or discontinuance; and

develop a certificate that can be used to document student competencies to employers.

Part II is devoted to adult and continuing education. An interim report noted lack of program development; lack of coordination; and lack of support for programs. Council recommendations are that the State Board of Education:

accept the definition of general adult education which means education or training for persons sixteen years or older who have graduated from or left elementary or secondary school;

accept responsibility for broad-base adult education and beyond the 12th grade level;

establish within the DOE the position of Adult Education Director;

establish in each Area Vocational Center the position of Director of Adult Education;

encourage each secondary school district to develop a policy which would allow adults to be enrolled in on-going day programs;

redesign existing adult education course offerings to allow multiple entries and exits; and

include within its 1978-79 biennium budget sufficient funds to implement the preceding recommendations.

VIRGIN ISLANDS

Part I of the 1976 report of the Virgin Islands SACVE lists the following Board of Vocational Education goals:

> To provide general leadership and direction of vocational education programs in the Territory.
>
> To prepare secondary school youth with saleable skills and to provide them with an opportunity to acquire additional training, if so desired, on the technical or higher education levels.
>
> To assist interested students in acquiring occupational skills beyond the secondary level.
>
> To increase the knowledge and competence of all students pertaining to the world of work through the career education concept.
>
> To prevent youngsters from becoming non-responsive to their regular school activities and eventually dropping out of school.
>
> To provide educational opportunities for individuals who have not been able to contribute to their own society's political growth because of insufficient educational services designed to meet their needs.

Part II gives enrollment data by educational level and by program. Additional data were given for: the career education program; cooperative vocational education (includes a comment on objective and outcome); work study program; the handicapped; the disadvantaged (includes a comment on objective and outcome); pre-vocational cluster; secondary level entry level skill training and counseling (objectives and outcomes); course offerings at the College of the Virgin Islands; priorities and achievements in personnel development; and youth organizations (objective and outcome).

Part III reviews Council activities and effectiveness.

Part IV lists 1975 recommendations to the Division of Vocational Education with responses from the division.

VIRGINIA

Recommendations

The Advisory Council recommends to the State Board of Education:

that it take steps to improve the image of vocational education for various individuals such as students, school administrators, and parents

that it take action to expand as needed the Virginia State Plan for Vocational Education so that it can serve as the Master Plan for Vocational Education in Virginia

that, as they become available, the catalogs of performance objectives, criterion-referenced measures, and performance guides for learners developed in the Vocational-Technical Education Consortium of States (V-TECS) be integrated into the vocational education programs at the earliest possible date

that steps be taken to expand the scope of evaluation activities related to vocational education in the public schools

that it assist school divisions in establishing general vocational education advisory committees in accordance with guidelines and standards developed by the Division of Vocational Education so that by October, 1977, a general advisory committee will be established for each school division and agency receiving federal vocational education funds

that a plan be developed to expand and strengthen the personnel development inservice training activities for vocational educators in Virginia

that, through the Division of Vocational Education, it continue to give leadership to the Adult Education Coordinating Committees established throughout the Commonwealth, so that meaningful results will be realized through this concept by each Committee.

Evaluation of the Goals and Objectives in the State Plan for Vocational Education

Overall, the goals and objectives have been accomplished at a reasonably high level. There are areas where projections for FY 1976 were exceeded and incidences where projections were not reached. It is understandable that variations on each side of a projection are a normal occurrence. If concern is to be expressed, it should be related to those few projections where the percentages of variation are fairly high. Emphasis on the accuracy needed for this aspect of the planning process must continue to receive attention in the future.

Evaluation of the Effectiveness With Which People and Their Needs are Served

The Advisory Council feels the majority of citizens being served through vocational education programs and activities are receiving effective instruction. While the vocational education opportunities continue to expand in the public schools and community colleges, we are still far from adequately meeting the needs of students, adults, employers, and the economy.

Evaluation of the Extent to Which Council Recommendations Have Received Due Consideration

The Council's FY 1975 recommendations included establishment of organizational patterns for the administration of vocational education, development of program alternatives for potential dropouts, a more aggressive role by the State Board in establishment of local advisory committees, the need for consideration to be given to the imbalance between occupational demands and supply of persons produced in developing future plans, to develop graduation requirements reflecting achievement of competencies through research, and assignment of top priority to vocational education as a means to combat many economic and social problems faced by the state.

The State Board has responded tothe recommendations and incorporated salient points within objectives in the FY 1977 State Plan.

WASHINGTON

The 7th annual evaluation report of the Washington SACVE includes five sections:

The extent to which Council recommendations have received consideration.

Issues/needs in vocational education.

The State's vocational education goals and priorities as set forth in the State Plan.

The effectiveness with which manpower and its needs are served.

Recommendations and rationale.

Section three responds to questions on the state's goals and priorities with respect to:

their overall validity and appropriateness;

their validity in terms of student needs and employment opportunities;

their comprehensiveness in terms of specific population groups; and

their relation to other manpower development in the state.

Other topics considered were State Plan procedures and the extent to which the state's goals were met. The Council considers that the extent to which the state's goals were met cannot be determined using only the 1976 Annual Descriptive Report and repeats its recommendation for an accountability report which compares actual accomplishments using valid and reliable cost effectiveness data.

WEST VIRGINIA

The West Virginia 1976 SACVE report includes a detailed review of State Board goals and objectives as indicated in the State Plan with outcomes and evaluative Council comments. Special emphasis is given to activities in the development and dissemination of competency-based curriculum materials and to the progress in evaluating on a rotating basis every vocational program in the state.

Attention is also directed towards the objective to develop and expand present programs in coal mining training. A section of appendix A lists by program title, county, educational level and type of funding all West Virginia Mining Programs operational in 1976-77.

Enrollment data indicating continued growth and expansion for vocational education are given for 1974, 1975, 1976.

Funding objectives for budgeted and actual expenditures are given for program and for source -- federal, state, and combined. Special Council concerns are discussed with reference to vocational guidance, drop-out rate, and program flexibility. The report concludes with a section on the reaction of BVTAE of West Virginia to 1975 SACVE recommendations and a description of 1976 Council activities.

WISCONSIN

The Wisconsin SACVE report is a comparison of Wisconsin's program of vocational education with the programs of its six neighboring states: Illinois, Indiana, Iowa, Michigan, Minnesota, and Ohio.

The background of the study includes descriptive data on the demography, economy, and governmental administration of the seven states.

Comparisons follow of data relating to: vocational education student enrollment, with placement and followup activities; funding activities and methods of allocation; administrative structures, patterns for vocational education delivery, and state legislation; career education; teachers, teacher-education, and certification.

The report includes 14 SACVE recommendations which follow from the Council review of the comparison of Wisconsin with its six neighboring states. These refer to: regional planning districts; role of SBVTAE in development of policy; more equal representation of the sexes in vocational training programs; increase of current proportion of secondary students enrolled in vocational education; more State and local funds for secondary vocational education; increased enrollment of minority groups; involvement of more disadvantaged persons in statewide public and private vocational education programming; increased effort in meeting the needs of the handicapped; divisional status for the Bureau for Career and Manpower Development; greater responsibility at district level for orientation of new instructors and upgrading of staff competencies; review of certification standards of vocational education high school teachers; review of re-certification requirements; allocation of additional state and local funds for Wisconsin career education model; improvement of quality of followup information for postsecondary vocational education students.

WYOMING

Analysis of Critical Issue I - Vocational Education Funding

During the past year, the State Advisory Council conducted public forums in Douglas, Gillette, and Riverton. At the meetings, the participants discussed the tremendous growth in energy development industries. They were concerned about obtaining a trained manpower force. They further indicated that future demands will dictate more training for the semi-skilled and skilled worker. With the technological advances foreseen in agriculture, coal conversion, transportation, uranium and trona industries, and the complex equipment that is being developed in those fields, a more skilled,competent work force must be trained to keep pace.

Outcomes

The forum participants agreed that vocational education must provide a major role in the initial manpower training development for industry in Wyoming. Major companies such as Kerr-McGee, Carter Mining, Exxon, and Utah International are just a few of the many companies wanting assistance in training programs. These specialized programs would provide the emerging industries with manpower vocational training and technical and financial assistance which would in turn create jobs for Wyoming citizens. At the present time, there are no State funds available to initiate these new and emerging programs.

Recommendations

The Wyoming State Advisory Council recommended the establishment of a state vocational education contingency fund to support unusual costs for initiation of new vocational education programs and for redirection of existing programs. These programs should be in keeping with the job market demands of emerging energy industries and those adjunct industries necessary to serve the energy companies. These funds would be available for short-term vocational education programs.

Analysis of Critical Issue II - Student Follow-Up Study

Educational programs are designed and implemented to help students prepare for post-high school activities. Administrators and teachers are constantly striving to assess the effectiveness of vocational education programs. To do so, it is important that educators identify relationships between the high school programs and students' post-high school activities. This can be accomplished by documenting the activities of former students.

Two of the most important post-high school activities are further education, employment, or both. The desirability of considering these 'ends' as essential inputs into the planning and evaluation of high school programs seems apparent. The 18,000 secondary level students enrolled in occupational education in Wyoming could well be affected by the development of a reliable follow-up reporting system for the State.

Method

School districts were provided information about the Pilot Student Follow-Up Study conducted in 1975. Informational meetings were held during the State School Administrators and School Board meeting in Thermopolis and at the State meeting of Guidance Counselors in Casper.

Twenty-two schools volunteered to conduct the follow-up study. A format for reporting occupational education choice of former high school vocational students was designed in cooperation with occupational teachers, coordinators, counselors, and administrators. Meetings were held with occupational staff to discuss the system and solicit their support for the project.

Lists of senior students for years 1971, '72, '73, '74 and '75 were compiled by guidance counselors and teachers provided basic information as requested on the data collection tool. Data was programmed for the computer, tabulated and analyzed.

Outcomes

Twenty-two schools implemented the follow-up system. The total number of former students reported was 11,165. While the project's target population was aimed at completers of the program, report forms included students who had enrolled in one year to four years of specific vocational education programs.

Recommendations

On the basis of data obtained through the Wyoming Placement and Follow-Up Project for Vocational Education Students the State Advisory Council makes the following recommendations:

That the follow-up study of former vocational/occupational students be continued in twenty-two schools.

That the system as tested in the nine counties be initiated in all 23 counties in the State during the 1976-77 school year.

That a total state-wide follow-up system be initiated within the next year.

That follow-up information be collected on a 1-3-5 year basis of former students entering their postsecondary activities.

That future federal funding be partially based on results of follow-up studies of former students of vocational/occupational education.